CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
TUESDAY, March 8, 2016 – 9:30 a.m.
61 Woodland Street, Htfd., CT - BOR Conference Room [ground floor]

1. Approval of Minutes – January 8, 2016

2. CONSENT ITEMS
   a. Terminations
      i. Information Systems Technology – AS – Asnuntuck CC
      ii. General Engineering Technology – AAS – Gateway CC
      iii. Allied Health Administration – AS – Northwestern CT CC
      iv. Health Career Pathways – Cert – Northwestern CT CC
      v. Architectural Design Technology – AS – Three Rivers CC
      vi. Civil Engineering Technology – AS – Three Rivers CC
      vii. Construction Management Technology – AS – Three Rivers CC
      viii. E-Commerce – AS and Cert – Three Rivers CC
      ix. Business Information Systems – AS and Cert – Three Rivers CC

3. ACTION ITEMS
   a. Modifications
      i. Library Technology – Cert – Three Rivers CC
      ii. Communication – BS – Southern CSU
      iii. Bioinformatics – Minor – Eastern CSU
   b. New Programs
      i. Energy Management – AAS – Tunxis CC
      ii. Cybersecurity – AS – Naugatuck Valley CC
      iii. Accounting – MS – Central CSU
   c. TAP Pathways Approvals
   d. Honorary Degrees
   e. BOR Faculty Awards

4. INFORMATION ITEMS
   a. Sabbaticals - CSUs
   b. NEASC
      i. Eastern CSU – 5th Year Report Acceptance
      ii. Three Rivers CC – Progress Report Acceptance
      iii. Charter Oak SC – Master's in Organizational Effectiveness & Leadership program

5. OTHER BUSINESS

6. EXECUTIVE SESSION

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting January 8, 2016
9:30 a.m.– 61 Woodland Street, Hartford

MINUTES - DRAFT

Regents Present:	Naomi Cohen, Merle Harris (by conf.), Stephen Adair, Lawrence DeNardis, Sarah Green (by conf.)
Regents Absent:	Catherine Smith
Staff Present:	Estela Lopez, Lesley Mara, Maureen McClay, Linda Perfetto, Arthur Poole, Kaitlyn Rewenko, Karen Stone, Brenda Zanta
Other Attendees:	Cynthia Adams (CCC Nursing), Shirley Adams (COSC), Allan Anderson (TRCC), Ann Atkinson (WCSU), JC Barron (WCSU), Greg DeSantis (HCC), Ellen Durnin (SCSU), Martin Forde (TRCC), Kathleen Fries (NCC Nursing), Eileen George (NVCC Nursing), Connie Hotchkiss (NCCC Nursing), Mary Ellen Jukoski (TRCC), Edith Ouellet (TRCC Nursing), Dimitrios Pachis (ECSU), Janet Phillips (SCSU), Darryl Reome (TxCC), Sheila Solernou (GWCC Nursing), Katy Wiss (WCSU)

The meeting was called to order by Regent Cohen at 9:40 a.m.

1. Approval of Minutes – November 20, 2015. **L. DeNardis moved to approve, seconded by M. Harris and unanimously approved.**

2. Consent Item – Western CSU January Tenure. **A motion to approve the consent item was made by L. DeNardis, seconded by M. Harris and unanimously approved.**

3. Action Items
    a. Licensure & Accreditation – Accounting Certificate – Southern CSU. Provost Lopez introduced the program noting the high demand and need. She introduced new Interim Provost Ellen Durnin from Southern and Janet Phillips, Department Chair. Dr. Durnin and Dr. Phillips provided further information on the certificate, an undergraduate but post-baccalaureate certificate, including information on demand and need. **On a motion by L. DeNardis, seconded by M. Harris, the program was approved.**

    b. New Programs – Licensure
        i. Construction Technology – AAS – Three Rivers CC. Provost Lopez introduced the program noting the results of the program review and the strengthening of the programs involved. She added she had worked closely

with the college to address the concerns that have been raised and how this program addresses those concerns and presents solid proposals. President Jukoski added background information on process, the extensive work to create the program and the consultations with the business community. Department Chair Alan Anderson added comments noting they also focused on the technical high schools, how the restructuring will benefit students and the normalization of the degree. There were comments from an alumni/business person noting the improvement of the restructuring and the positive observations from other colleagues. In response to a question from Regent DeNardis, President Jukoski and Prof. Anderson provided more information on the background, process, and review. There was further discussion on the college's outreach to concerned students. Additional discussion addressed the associate degree and actual job opportunities. **A motion to approve was made by L. DeNardis, seconded by M. Harris and unanimously approved.**

ii. Digital and Interactive Media Arts – BA – Western CSU. Provost Lopez introduced the program noting it was interdisciplinary and basically added no new courses. She introduced Dr. Ann Atkinson and colleagues from Western. Dr. Atkinson added a few general comments on the program and Department Chair Katy Wiss provided details, noting two of the core issues for developing the program were student demand and the needs of the Fairfield County Business Council. Prof. JC Barron offered further details of the program. There were questions on transfers from the community colleges and it was stated that several areas were available for transfer and articulation would be pursued. A few other questions were addressed. **A motion to approve was made by L. DeNardis, seconded by S. Green. The program was unanimously approved.**

4. Information Items
   a. CCC's Nursing – State Approval. Provost Lopez thanked all the directors of the nursing programs at the CCs, congratulating them on the State Board of Examiners approval. She introduced Linda Perfetto, the System Director who provided hand-outs. Each of the directors introduced themselves. There were some questions and discussion on the programs followed.
   b. Normalization Process. Provost Lopez offered comments on the progress of the process and introduced Arthur Poole who was coordinating it. He noted the data that had been distributed, the status of the institutions and the policy's expectations. There were some questions with Regent Harris commending those institutions that are furthest along. There was discussion regarding implementing changes to the policy to address possible problems. The Regents' consensus was that the policy should remain as is, with all in agreement it was too early for changes and would be contradicting the intent of the policy.
   c. Enrollments – Newly Established Academic Programs. Provost Lopez mentioned this report was in response to the Committee's request for review of programs approved in the past year. Mr. Poole noted it has become a learning experience for

the institutions when making enrollment forecasts. Regent Harris remarked they would need to spend more time examining the data, also mentioning the reporting experience should produce more realistic numbers in the future.

d. Academic Quality. Provost Lopez noted this report was in response to Regent Harris' request to examine the process of review for academic quality. This list of criteria was developed to address that and provide insight on the process.
e. Policy on Satisfactory Academic Progress for Financial Aid. Provost Lopez provided introductory remarks on this draft policy that was being developed to align financial aid strategies and noting the process that was being followed to implement it. She introduced President Paul Broadie and Financial Aid Director Greg DeSantis from Housatonic who has been leading the committee. They provided full background and reasoning for the policy. Questions and discussion followed. Provost Lopez also noted the additional research being done to address concerns raised by a couple of presidents. All will be discussed again at the Council of Presidents and the final product will be brought back to the Committee at their next meeting.

5. Other Business
    a. Health & Life Sciences Grant Presentation. Leslie Mara, Senior Project Director of the grant introduced Alyssa Carboni, assistant on the grant, and provided a packet of materials. She noted she would like to highlight four areas and provided an overview and timeline of the grant. Regent Harris commended the presentation and asked to have a brief presentation done for the full Board.

There was no other business. **A motion to adjourn was made by M. Harris, seconded by N. Cohen and unanimously approved.** The meeting adjourned at 12:07 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Information Systems Technology leading to an Associate of Science degree (AS) at Asnuntuck Community College with a phase out period until July 1, 2017.

A True Copy:

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

ITEM

Termination of a program in Information Systems Technology leading to an Associate of Science (AS) degree at Asnuntuck Community College, with a phase out period until July 1, 2017

BACKGROUND

Summary

Under the guidance of BOR policy, this degree is being discontinued due to low enrollment and program completion. The college will continue to offer computer and business applications courses, but can no longer support the programming and database design course options.

Rationale

Over the past 3 academic years, the program has averaged only 5.75 graduates. The individual course enrollments have struggled for the more advanced course, averaging 8-12 students.

Phase Out/Teach Out Strategy

The program is being phased out / taught out for currently enrolled students over the 2015/16 and 2016/17 academic years.

The college enrolled is last anticipated cohort of students for the program in Fall, 2015. These students are being advised carefully to make sure they take all of the technical CSC and CST courses as they are being offered. The Chair of the Department of Business, Careers and Technology has worked with the Advising Center to perform degree audits for all students listed in the this program, and to identify which courses are needed and in which order to phase out the program with the least amount of disruption. Appropriate course substitution may be considered in order to facilitate student on-time graduation. Because a Web Development Certificate and the program technical courses will be offered during the phase out period, a large number of substitutions is not expected. This degree can be terminated effective June 1, 2017.

Resources

Currently 2 full-time faculty members teach in the program, and no adjunct faculty. It is anticipated that the college will need to maintain both positions for year 1 of the phase out, but can reduce to one position for the following year (year 2) , and can support the teach out utilizing adjunct faculty.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College	Date of Submission to BOR Office: 12/21/2015

Discontinued Program CIP: 521201 DHE# (if available): 01783 Accreditation Date: 02/05/1974

Phase Out /Teach Out Period Fall 2015—Spring 2017 Expected Date of Program Termination June 1, 2017

Program Characteristics

Name of Program: Information Systems Technology

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

Certificate: *(specify type and level)*

Modality of Program: On ground Online X Combined

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

Institutional Contact for this Proposal: Michael Stefanowicz	Title: Dean of Academic Affairs	Tel.: 860-253-3102 e-mail: mstefanowicz@asnuntuck.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Under the guidance of BOR policy, this degree is being discontinued due to low enrollment and program completion. Over the past 3 academic years, the program has averaged only 5.75 graduates. The individual course enrollments have struggled for the more advanced course, averaging 8-12 students. Currently 2 full-time faculty members teach in the program, and no adjunct faculty. It is anticipated that the college will need to maintain both positions for the current year,(year 1 of phase out), but reduce to one position for the following year (year 2 , and can support the phase out utilizing adjunct faculty. The college will continue to offer computer applications courses, but can no longer support the programming and database design course options.

Phase Out/Teach Out Strategy

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

The college enrolled is last anticipated cohort of students for the program in Fall, 2015. These students are being advised carefully to make sure they take all of the technical CSC and CST courses as they are being offered. The Chair of the Department of Business, Careers and Technology has worked with the Advising Center to perform degree audits for all students listed in the this program, and to identify which courses are needed and in which order to phase out the program with the least amount of disruption. Appropriate course substitution may be considered in order to facilitate student on-time graduation. Because a Web Development Certificate and the program technical courses will be offered during the phase out period, a large number of substitutions is not expected. This degree can be terminated effective June 1, 2017

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in General Engineering Technology leading to an Associate of Applied Science degree (AAS) at Gateway Community College with a phase out period until July 1, 2016.

A True Copy:

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

ITEM

Termination of a program in General Engineering Technology at Gateway Community College, effective July 1, 2016.

BACKGROUND

Summary

An interdisciplinary program for engineering technology students that has had no graduates for at least the last three years.

Rationale

Students entering the Engineering Technology field are seeking a specialized degree, i.e. Electrical, Computer, Mechanical, etc. This is a generalized engineering degree and has had no graduates for at least three years.

Phase Out/Teach Out Strategy

There are currently 20 students enrolled in this program. Only 3 of these students have successfully completed courses in the Engineering Technology area and all of these credits will transfer to another degree program of their choice with no loss of credits. All other students (17) have courses in General Education only or in a degree program in another area outside Engineering Technology.

Resources

None

January 13, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

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

Discontinued Program: General Engineering Technology CIP: 150000 DHE# (if available): IB27 Accreditation Date: June 1990

Phase Out /Teach Out Period 1 year Expected Date of Program Termination Spring 2017

Program Characteristics

Name of Program: General Engineering Technology

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

Certificate: *(specify type and level)*

Modality of Program: x On ground Online Combined

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

Institutional Contact for this Proposal: Mark Kosinski	Title: Academic Dean	Tel.: 203-285-2077 e-mail: mkosinski@gatewayct.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program is an interdisciplinary program for engineering technology generalists. There have not been any graduates for at least the last three years. Currently, there are currently 20 students designated in this program but only 3 have completed courses required in the program. All 20 students have either already chosen or will choose another major in the Engineering Technologies or another area.

Phase Out/Teach Out Strategy

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

All students in this program have been contacted and will complete the Change of Major paperwork.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Allied Health Administration leading to an Associate of Science degree (AS) at Northwestern Connecticut Community College with a phase out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Allied Health Administration leading to an Associate of Science (AS) degree at Northwestern Connecticut Community College, with a phase out period until June 1, 2018.

BACKGROUND

Summary

Enrollment in the Allied Health Administration degree program has been steadily declining over the last 5 years. Changes in the healthcare industry and the job market have negatively impacted the employment opportunities for graduates from this program.

Northwestern currently offers an Associate Degree program in Health Information Management [HIM] that would replace this degree. The skills learned in that program more accurately reflect current employer needs.

Employment opportunities for Health Information Technicians is projected to increase by 22% from 2012 to 2022. In addition, HIM seamlessly articulates with Charter Oak State College.

Rationale

Declining enrollment over the last five years [16 decreasing to 3], poor graduation statistics [only 2 in five years], and declining employment opportunities for graduates.

Phase Out/Teach Out Strategy

Provisions will be made to accommodate any students needing to complete the Allied Health Administration degree over a two year phase-out period through May 2018. None of the courses required for degree completion are being terminated, therefore students will be able to take all of the required courses.

Resources

No additional resources are needed because the courses necessary to complete the Allied Health Administration degree are currently being offered at the college.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern Conn. Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 510705 DHE# (if available): Accreditation Date:
Phase Out /Teach Out Period 2 Years Expected Date of Program Termination: May 2018

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

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

Institutional Contact for this Proposal: Patricia Bouffard	Title: Dean of Academic and Student Affairs	Tel.: 860-738-6319 e-mail: pbouffard@nwcc.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) - 01/20/12*

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Enrollment in the Allied Health Administration degree program has been steadily declining over the last 5 years. During this time frame a total of only two degrees has been awarded. Changes in the healthcare industry and marketplace have negatively impacted the employment opportunities for graduates form this program. Northwestern currently offers an Associate Degree program in Health Information Management which would replace the Allied Health Administration degree. This program more accurately reflects the current market trends and employer needs. Employment opportunities for Health Information Technicians is projected to increase by 22% from 2012 to 2022[1]. This degree also articulates with Charter Oak State College for a Health Information Management Bachelor's degree.

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.)

Provisions will be made to accommodate students completing the Allied Health Administration degree over a two year phase-out period. None of the courses required for degree completion are being terminated, therefore students will be able to take all of the required courses. Two of the courses, MED 113-2 credits & MED 115-2 credits, have been replaced by MED 112-3 credits. Students will be able to meet the degree requirement by completing a course substitution.

1. **Reason(s) for recommendation to discontinue program option:**
   Declining enrollment and employment opportunities

2. **Dates of last program evaluation:**

3. **Current enrollment (Spring 2015):**

First Year	Second Year	Total
Full time: 2	Full time: 0	2
Part time: 5	Part time: 1	6
Total: 7	Total: 1	8

4. **Degrees granted with this option: (list past five years):**
   Spring 2015: 0
   Spring 2014: 1
   Spring 2013: 0
   Spring 2012: 1
   Spring 2011: 0

[1] Health Career Listings - Connecticut Area Health Education Center (AHEC). (n.d.). Retrieved January 15, 2016, from http://healthcareersinct.com/health-career-listings/

5. Proposed duration of phase-out period:

Two years (May 2018)—see below for teach out strategy.

6. Specific provisions to enable currently enrolled students to complete program:

Provisions will be made to accommodate students completing the Allied Health Administration degree over a two year phase-out period. None of the courses required for degree completion are being terminated, therefore students will be able to take all of the required courses. Two of the courses, MED 113-2 credits & MED 115-2 credits, have been replaced by MED 112-3 credits. Students will be able to meet the degree requirement by completing a course substitution.

7. What similar degree/certificate programs are offered by other Community Colleges and by other institutions in college's region?

Middlesex, Capital, Gateway and Tunxis Community College offer similar associate degree programs in Health Information Management. The only Bachelor's degree program in Health Information Management is offered at Charter Oak State College.

8. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this or at another system institution.

Northwestern currently offers an Associate Degree program in Health Information Management which would replace the Allied Health Administration degree. The curriculum for the Health Information Management degree was developed in collaboration with faculty from Capital, Tunxis and Middlesex Community College. The degree was also designed to articulate with Charter Oak State College's Health Information Management Bachelor's degree.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Health Career Pathways leading to a Certificate (C2) at Northwestern Connecticut Community College effective March 30, 2016.

A True Copy:

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of a program in Health Career Pathways leading to an undergraduate certificate (C2) at Northwestern Connecticut Community College with no phase out period needed.

BACKGROUND

Summary

The Allied Health and Science faculty recommend the college discontinue the Health Careers Pathways Certificate due to a five year trend of persistent low enrollment in the program.

Rationale

The decision to terminate the Health Careers Pathways certificate came after an assessment of enrollment and graduation rates over the past 5 years.

There has been no enrollment in the certificate since spring, 2014. Prior to that the largest enrollment was three (3) in spring 2013. There have never been any certificates awarded.

Phase Out/Teach Out Strategy

There are no students currently enrolled in the Health Careers Pathway certificate, therefore a teach-out strategy is not required and termination will be effective immediately.

Resources

No additional resources are needed. Health Administration degree are currently being offered at the college.

February 10, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern Conn. Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 510899 DHE# (if available): Accreditation Date:
Phase Out /Teach Out: N/A Expected Date of Program Termination: Immediate

Program Characteristics
Name of Program: Health Career Pathways
Degree: Title of Award *(e.g. Master of Arts)*
Certificate: *(specify type and level)* certificate
Modality of Program: On ground Online X Combined

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

Institutional Contact for this Proposal: Patricia Bouffard	Title: Dean of Academic and Student Affairs	Tel.: 860-738-6319 e-mail: pbouffard@nwcc.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) - 01/20/12*

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The decision to terminate the Health Careers Pathways certificate came after an assessment of graduation and enrollment rates over the past 5 years. Northwestern currently offers an Allied Health Science certificate which more closely aligns to the course requirements of the Associate Degree in Nursing and other Allied Health degrees offered throughout the CSCU System. The Allied Health and Science faculty recommend the college discontinue the Health Careers Pathways Certificate due to a five year trend of persistent low enrollments in the 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.)

There are no students currently enrolled in the Health Careers Pathway certificate, therefore a teach-out strategy is not required and termination will be effective immediately.

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

   The Allied Health and Science faculty recommend the college discontinue the Health Careers Pathways Certificate due to a five year trend of persistent low enrollment in the program.

2. **Dates of last program evaluation:**

   N/A

3. **Current enrollment (Spring 2015):**

First Year	Second Year	Total
Full time: 0	Full time: 0	0
Part time: 0	Part time: 0	0

4. **Degrees granted with this option: (list past five years):**

   Spring 2015: 0
   Spring 2014: 0
   Spring 2013: 0
   Spring 2012: 0
   Spring 2011: 0

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

   Termination would be effective immediately.

6. Specific provisions to enable currently enrolled students to complete program:

There are no students currently enrolled in this program.

7. What similar degree/certificate programs are offered by other Community Colleges and by other institutions in college's region?

Capital Community College also offers an Allied Health Science certificate and Manchester Community College offers a General Studies-Allied Health Associate degree. No other community college offers a Health Careers Pathway certificate.

8. Feasibility of transferring this program to another Community College or consolidating this program with a similar program at this or at another system institution.

The Allied Health Science certificate meets the admission requirements for all six of the Connecticut Community College Nursing programs as well as admission or pre-requisite requirements for many of the Allied Health degree options offered throughout the CSCU.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Architectural Design Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

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

ITEM

Termination of a program in **Architectural Design Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUND

Summary

Termination of the existing Architectural Design Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Architecture major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

These programs have historically intersected effectively with the College's mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Architectural Design Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Architectural Design Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

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

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources

Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.

As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

January 13, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:
Discontinued Program: Archit. Design Technology CIP: 151303 DHE# (if available): 02844 Accreditation Date: Phase Out /Teach Out Period 8/25/16 – 5/15/18 Expected Date of Program Termination	
Program Characteristics Name of Program: Architectural Design Technology Degree: Title of Award *(e.g. Master of Arts)* Associate of Science Certificate: *(specify type and level)* Modality of Program: X On ground Online Combined	
Institution's Unit *(e.g. School of Business)* & location *(e.g. main campus)* offering the Program: Technology/Three Rivers	

Institutional Contact for this Proposal: Ann Branchini	Title: Academic Dean	Tel.: 860-215-9004 e-mail: ABranchini@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)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Civil Engineering Technology termination recommendation:

The associate degree in Architectural Design Technology was created twenty five years ago as an off-chute of the College's Architectural Drafting Certificate which is one of the College's oldest programs. As credentials in the design industries changed, the degree program eclipsed the certificate in both enrollment and graduates.

The program has been solid and steady through the State's economic cycles and sees both traditional and non-traditional student composition.

In the last decade, the program became a "first-choice" of many traditional high school graduates pursuing architecture, likely due to the high costs of architecture schools in the Northeast and the program's articulation status among those institutions.

Program graduates have been placed directly into industry working for various firms serving the design and construction fields, transferred to professional degree programs, completed graduate degrees, and some have even attained the disciplines highest achievement – passing the professional architect's registration examination (licensure).

Proposed action moving forward:

This discontinuation occurs in the context of an academic improvement; the creation of the College's new A.A.S. Degree in Construction Technology, becoming a concentration path of discipline-specific courses extending from an umbrella degree that tracks architecture, civil, and construction management students through the newly formed Degree.

Students from all three disciplines would track through a common first and second semester that transitions into concentration paths of industry focused content. The proposed (merged) model consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments and more simplified Plan of Study navigation.

Phase Out/Teach Out Strategy

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

Effective Date:

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

Students Effected:

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

Notice:

Students currently enrolled in the Architectural Design Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Architectural Design Technology degree requirements;
- they will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Plan:

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

Execution:

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan. The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Teach-out Plan: Architectural Design Technology

General Information		
	Scheduling	Students currently enrolled at the date of this issuance will have the opportunity to complete their degree requirements in accordance with the schedule shown below. General education courses will be offered according to their common and regular scheduling. This includes: CAD K106/7, ENG K101, COM K173, MAT K186, MEC K114, PHY K114 and ELEC's. Courses common to the previous and new degree will be offered according to their common and usual scheduling. Courses specific to the previous degree have been scheduled to run on a terminating basis until all enrolled students have completed their degree requirements, (*if minimum course enrollment has not been attained, Independent Studies or Course Substitutions shall be considered as remedies on a case-by-case basis*).
	Period of Teach-out:	June 1, 2016 through June 1, 2018

SCHEDULE (ARC SPECIFIC COURSES)		**Semester**					
	Courses	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
	ARC K102 Architecture of the World	✓	✓	✓	✓	✓	✓
	ARC K108 Building Materials			✓			✓
	ARC K135/L Constr. Graphics/Lab		✓			✓	
	ARC K137/L Arch. Detailing/Lab			✓			✓
	ARC K211/L Arch. Design I/Lab		✓			✓	
	ARC K213/L Arch. Design II/Lab			✓			✓
	ARC K221 Contracts & Specifications		✓			✓	
	ARC K227 Building Codes & Ordin			✓			✓
	ARC K241/L Site Analysis/Lab			✓			✓
	ARC K280 Trends & Issues		✓			✓	

Schedule Non-ARC Core Courses		**Semester**					
	Courses	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
	CAD K215/15 Construction CAD/Lab			✓			✓

	SUBSTITUTIONS	Course substitutions will be considered on a case-by-case bases and require approval by the Academic Dean.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Civil Engineering Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of a program in **Civil Engineering Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUND

Summary

Termination of the existing Civil Engineering Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Civil major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

Additional factors that emerged as a result of the Civil curriculum's Program Review (2015), include:

- insufficient graduates for an extensive period of time, and no graduates last academic year (see table, Section 2 of Application for Discontinuation Form);
- low enrollment of traditional full-time student cohorts (leading to extended average time to degree and irregular population of core courses);
- challenging navigation through the Plan of Study by part time non-traditional students matching pre-requisite requirements to course offerings;
- difficulty meeting secondary accreditation standards (ABET) (see citation "deficiencies" of ABET Criterion 3 Program Outcomes, Criterion 4 Continuous Improvement (Summary of Accreditation Action – Final Statement dated September 3, 2010 resulting in a "Focused Show Cause");
- pre-requisite courses not included in the Plan of Study and heavy per-semester credit loads.

Note:

All Civil-specific (CIV Kxxx) course content has been retained in the new umbrella degree with an additional Civil course being reinstated into the curriculum (CIV K222/23 Structural Design/Lab), increasing the civil industry discipline-specific content of the curriculum path with enhancement to related industry content, e.g. CAD, construction codes, and project documentation.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Civil Engineering Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Civil Engineering Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

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

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.

The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources

Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.

As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: Civil Engineering Technology CIP: 150201 DHE# (if available): 00746 Accreditation Date:
Phase Out /Teach Out Period 8/25/16 – 5/15/18 Expected Date of Program Termination

Program Characteristics
Name of Program: Civil Engineering Technology
Degree: Title of Award *(e.g. Master of Arts)* Associate of Science
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

Institution's Unit *(e.g. School of Business)* & location *(e.g. main campus)* offering the Program: Technology/Three Rivers

Institutional Contact for this Proposal: Ann Branchini	Title: Academic Dean	Tel.: 860-215-9004 e-mail: ABranchini@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) - 01/20/12*

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Civil Engineering Technology termination recommendation:

Insufficient graduates for an extensive period of time, and no graduates last academic year. Primary factors contributing to this program's declining graduates trend over the years includes:

- low enrollment of traditional full-time student cohorts (leading to extended average time to degree and irregular population of core courses);
- challenging navigation through the Plan of Study by part time non-traditional students matching pre-requisite requirements to course offerings;
- pre-requisite courses not included in the Plan of Study and heavy per-semester credit loads

Low annual graduates:

2010-2011 UG	2011-2012 UG	2012-2013 UG	2013-2014 UG	2014-2015 UG
3	1	3	2	n/a
Average time to degree 3.8 years.				

Low transfer to 4 year institutions:

2010-2011 UG	2011-2012 UG	2012-2013 UG	2013-2014 UG	2014-2015 UG
1	1	3	2	0
EOY Auxiliary indicators provided by IR.				

Citations from the last ABET accreditation review resulting in a "focused show cause".

Specifically citing "deficiencies" of ABET Criterion 3 Program Outcomes, Criterion 4 Continuous Improvement (Summary of Accreditation Action – Final Statement dated September 3, 2010).

Proposed action moving forward:

Offer Civil Technology as a concentration path of discipline-specific courses extending from an umbrella degree that tracks architecture, civil, and construction management students through a newly formed A.A.S. Degree in Construction Technology.

Students from all three disciplines would track through a common first and second semester that transitions into concentration paths of industry focused content. The proposed (merged) model consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments and more simplified Plan of Study navigation.

Phase Out/Teach Out Strategy

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

Effective Date:

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

Students Effected:

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

Notice:

Students currently enrolled in the Civil Engineering Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Civil Engineering Technology degree requirements;
- they will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Plan:

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

Execution:

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan. The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Teach-out Plan: Civil Engineering Technology

General Information

College:	Three Rivers Community College
Program:	Civil Engineering Technology
No. Students:	46 (as of December 12, 2015)
Date of Report:	December 12, 2015
Period of Teach-out:	June 1, 2016 through June 1, 2018

NOTIFICATION

Dear (Student):

This letter is to inform you that the Technology Department at Three Rivers Community College plans on eliminating the Associate of Science Degree in Civil Engineering Technology and implementing an Associate of Applied Science Degree In Construction Technology with a concentration in Civil Technology. This is the result of new policies that require the College to streamline program offerings, create more navigable plans of study resulting in a 60 credit maximum, and provide curricula and content that will prepare students for entry level employment in related industries at the technician level. The Connecticut Board of Regents approved this action on _____. We regret it is therefore no longer possible to continue admitting students and offering this program in the future. Three Rivers is committed to enabling you and other students already in the program the opportunity to complete the program and obtain your degree. The program will have a teach-out period of two years, ending in Spring of 2018, to enable you to complete the program requirements and graduate.

The teach-out will work as follows: The current program and all of the courses will be offered until Spring of 2018, at which time the degree will no longer be available. If you desire to earn this degree, it is your responsibility to complete the program in the time allotted. Department Chair Professor Allan Anderson and Professor Mark Comeau will assist you with identifying comparable programs to which you may wish to transfer, in the event you cannot complete the program at Three Rivers during the teach-out period.

We ask that you work closely with Professors Anderson and Comeau to ensure you are aware of all program requirements and the availability of required courses. You will be provided an academic plan that, if followed, will enable you to complete the degree plan within the teach-out period. The College wants to insure that the time, effort and resources you have already devoted to your education produce the results you want. We are committed to serving you and helping you complete your degree.

Sincerely,

Ann Branchini, Academic Dean

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Construction Management Technology leading to an Associate of Science degree (AS) at Three Rivers Community College with a phase out period until May 30, 2018.

A True Copy:

_____

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

ITEM

Termination of a program in **Construction Management Technology** leading to an Associate of Science (AS) degree at Three Rivers Community College, with a phase out period until May, 2018.

BACKGROUND

Summary

Termination of the existing Construction Management Technology program, one of three programs (Architectural Design, Civil Engineering & Construction Management Technologies), coalesced to create the College's new "umbrella" degree, "A.A.S. in Construction Technology" with concentrations in architecture, civil and construction technology.

Rationale

This termination occurs in the context of academic and operational improvement in which the Construction Management major has become a concentration path of discipline-specific courses extending from the "umbrella degree" that tracks Architecture, Civil, and Construction Management technology students through the College's recently approved (January 21, 2016) A.A.S. Degree in Construction Technology.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The new degree consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments, a more navigable Plan of Study, and increased graduation rates.

These programs have historically intersected effectively with the College's mission as they draw students from culturally diverse backgrounds and have afforded them the ability to further their education in the areas of design and engineering technology, to gain entry level employment, or transfer to colleges and universities.

Phase Out/Teach Out Strategy

The College has established a verified list of students eligible for the Teach-Out plan.

Students currently enrolled in the Construction Management Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Construction Management Technology degree requirements;
- students will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

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

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan.
The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Resources
Termination requires no additional institutional resources but in fact, optimizes use of those currently in place - physical plant and departmental resources that include design and graphical studio, digital design classroom & lab facilities, resource volumes, engineering design, testing and analysis equipment, and faculty.
As the terminated program will emanate as a concentration under the new Construction Technology degree, Three Rivers offers studies in architecture with enhanced industry responsiveness, improved curricular pathways, and with fiscal responsibility.

January 13, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: Constr. Mgmt Technology CIP: 522001 DHE# (if available): 14568 Accreditation Date:
Phase Out /Teach Out Period 8/25/16 – 5/15/18 Expected Date of Program Termination

Program Characteristics
Name of Program: Construction Management Technology
Degree: Title of Award *(e.g. Master of Arts)* Associate of Science
Certificate: *(specify type and level)*
Modality of Program: X On ground Online Combined

Institution's Unit *(e.g. School of Business)* & location *(e.g. main campus)* offering the Program: Technology/Three Rivers

Institutional Contact for this Proposal: Ann Branchini	Title: Academic Dean	Tel.: 860-215-9004 e-mail: ABranchini@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)

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Reason(s) for Construction Management Technology termination recommendation:

The associate degree in Construction Management was created in 2006 as a natural off-chute of the College's Architectural Design Technology program. It serves demographics balanced between traditional students and non-traditional students working in industry and returning to college to advance credentials.

The program has seen slow but steady growth likely impacted by the State's economic cycles of the past decade which greatly impacts the construction industry.

The program also has graduates from both the certificate and degree tracks, that have transferred to four institutions and have completed bachelor's and master's degrees and also has placed many students directly into industry, working for various firms serving the construction fields.

Proposed action moving forward:

This discontinuation occurs in the context of an academic improvement; the creation of the College's new A.A.S. Degree in Construction Technology, becoming a concentration path of discipline-specific courses extending from an umbrella degree that tracks architecture, civil, and construction management students through the newly formed Degree.

Students from all three disciplines will track through a common first and second semester that transitions into concentration paths of industry focused content. The proposed (merged) model consolidates both general education courses and content common to architecture, civil, and construction management curriculum, maximizing use of the College's resources while strengthening student cohorts within the disciplines, leading to increased course enrollments and more simplified Plan of Study navigation.

Phase Out/Teach Out Strategy

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

Effective Date:

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

Students Effected:

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

Notice:

Students currently enrolled in the Construction Management Technology program will be contacted via email and certified mail to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the Construction Management Technology degree requirements;
- they will be advised of all other possible degree alternatives (e.g. course substitution consideration, adoption of the proposed umbrella model Plan of Study [upon approval], informing them that the TRCC courses for their current degree may count towards another degree program).

Plan:

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

Execution:

The mutually agreed upon course completion schedule shall be reviewed between the student and advisor at the beginning and end of each semester to ensure successful tracking through the established plan. The advisor shall submit individual student completion reports to the Academic Dean at the end of each semester, ensuring compliance with the Teach-Out plan delineated herein.

Teach-out Plan: Construction Management Technology

General Information

College:	Three Rivers Community College
Program:	Construction Management Technology
No. Students:	51 (as of December 12, 2015), 40 Active
Date of Report:	December 12, 2015
Period of Teach-out:	June 1, 2016 through June 1, 2018

NOTIFICATION

Dear (Student):

This letter is to inform you that the Technology Department at Three Rivers Community College plans on eliminating the Associate of Science Degree in Construction Management Technology and implementing an Associate of Applied Science Degree In Construction Technology with a concentration in Architecture. This is the result of new policies that require the College to streamline program offerings, create more navigable plans of study resulting in a 60 credit maximum, and provide curricula and content that will prepare students for entry level employment in related industries at the technician level. The Connecticut Board of Regents approved this action on _____. We regret it is therefore no longer possible to continue admitting students and offering this program in the future. Three Rivers is committed to enabling you and other students already in the program the opportunity to complete the program and obtain your degree. The program will have a teach-out period of two years, ending in Spring of 2018, to enable you to complete the program requirements and graduate.

The teach-out will work as follows: The current program and all of the courses will be offered until Spring of 2018, at which time the degree will no longer be available. If you desire to earn this degree, it is your responsibility to complete the program in the time allotted. Department Chair Professor Allan Anderson and Professor Mark Comeau will assist you with identifying comparable programs to which you may wish to transfer, in the event you cannot complete the program at Three Rivers during the teach-out period.

We ask that you work closely with Professors Anderson and Comeau to ensure you are aware of all program requirements and the availability of required courses. You will be provided an academic plan that, if followed, will enable you to complete the degree plan within the teach-out period. The College wants to insure that the time, effort and resources you have already devoted to your education produce the results you want. We are committed to serving you and helping you complete your degree.

Sincerely,

Ann Branchini, Academic Dean

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in E-Commerce leading to an Associate of Science degree (AS) and Certificate (titles below) at Three Rivers Community College with a phase out period until July 1, 2018:

- E-commerce – A.S.
- E-commerce – Certificate

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of the E-Commerce program (Associate's Degree & certificate) at Three Rivers Community College, with a phase out period until July 1, 2018.

- E-commerce, A.S.
- E-commerce Certificate

BACKGROUND

Summary

The E-Commerce Associate in Science Degree and Certificate program was initially offered at TRCC in the fall 2012 semester. This program was created to provide a strong basic foundation in electronic commerce with a broad background in general education. Graduates would qualify to apply for transfer into Baccalaureate degree programs in this area or pursue entry-level positions in E-Commerce as well as specialized online jobs in sales and technology.

Rationale

Since inception, enrollment has been almost non-existent. Marketing efforts to promote the programs have proven unsuccessful. There was only one student enrolled in the Associate in Science Degree program during the spring 13 and spring 14 semesters. Currently there are 4 students registered in the Associate in Science Degree program and no students registered for the E-Commerce Certificate program. There have been no known students who transferred from this program. Program retention is an average of 0% for the period 2013 to 2015.

Phase Out/Teach Out Strategy

There are currently 4 students registered in the E-Commerce degree program and no students registered in the certificate program. Once the discontinuation (termination) has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 4 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert him, as well as the Computer Science Department, of the number of computer classes that are required. Here is a breakdown of those courses: 4-Introduction to Programming; 2-Web Development & Design; 4-Database Development; 4-Web E-Commerce; and 4-Information Security.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

Resources

No additional resources will be required.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: 16952 CIP: 520205 DHE# (if available): Accreditation Date: 05/17/12

Phase Out /Teach Out Period Fall 2016 – Spring 2018 Expected Date of Program Termination: May 2018

Program Characteristics

Name of Program: E-Commerce

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

Certificate: *(specify type and level)* Community College Certificate

Modality of Program: X On ground X Online 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: Betti Gladue	Title: Professor/Program Coordinator	Tel.: 860-215-9430 e-mail: BGladue@trcc.comnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The E-Commerce Associate in Science Degree and Certificate program was initially offered at TRCC in the fall 2012 semester. These programs were created to provide a strong basic foundation in electronic commerce and a broad background in general education. Regarding both degrees, the graduates would qualify to apply for entry-level position in E-Commerce as well as in specialized online jobs in sales and technology.

Since inception, enrollment has been almost non-existent. Marketing efforts to promote the programs have proven unsuccessful. There was only one student enrolled in the Associate in Science Degree program during the spring 13 and spring 14 semesters. Currently there are 4 students registered in the Associate in Science Degree program and no students registered for the E-Commerce Certificate program. There have been no known students who transferred from this program. Program retention is an average of 0% for the period 2013 to 2015.

Phase Out/Teach Out Strategy

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

There are currently 4 students registered in the E-Commerce degree program and no students registered in the certificate program. Once the discontinuation has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 4 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert them of the number of computer classes that are required. Here is a breakdown of those courses: 4-Introduction to Programming; 2-Advanced Computer Applications; and 4-Introduction to Visual Basics.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a Program Termination

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Business Information Systems leading to an Associate of Science degree (AS) and two Certificates (titles below) at Three Rivers Community College with a phase out period until July 1, 2018:

- Business Information Systems – A.S.
- Business Information Systems – Certificate
- Business Information Systems Core – Certificate

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Termination of the Business Information Systems program (Associate's Degree & 2 certificates) with a phase out period until July 1, 2018 for Three Rivers Community College

- Business Information Systems, A.S.
- Business Information Systems Certificate
- Business Information Systems Core Certificate

BACKGROUND

Summary

The Business Information Systems Associate in Science Degree and Certificates was initially offered at TRCC in 2011. These programs provide students with supplemental skills and knowledge that can be useful in a broad range of business management positions. In addition, these programs prepare graduates for more specialized positions in business information systems. The Associate in Science Degree provides the background for transfer into Baccalaureate degree programs in this area, while the certificates provides an opportunity to increase skills for employment.

Rationale

Although the average course enrollment and retention has been steady for the period 2011 to 2015, the transfer and graduation rates have been very low. Students have transferred from this program at an average rate of 1 per year. The graduation rate has averaged 2.3 students per year. There is substantial course overlap with Business and Computer Science degree/certificate, programs with more robust completion rates, and evidence indicated that students were switching to the larger programs.

Phase Out/Teach Out Strategy

There are currently 11 students registered in the Business Information System degree program and no students registered in either of the certificate programs. Once the discontinuation (termination) has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 11 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert him and the computer science department of the number of computer classes that are required. Here is a breakdown of those courses: 6-Introduction to Programming; 3-Advanced Computer Applications; and 7-Introduction to Visual Basics.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

Resources

No additional resources will be required.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to BOR Office:

Discontinued Program: CIP: 521201 DHE# (if available): 15344 Accreditation Date: 7/24/2006

Phase Out /Teach Out Period Fall 2016 – Spring 2018 Expected Date of Program Termination: May 2018

Program Characteristics

Name of Program: Business Information Systems

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

Certificate: *(specify type and level)* Community College Certificate

Modality of Program: X On ground X Online 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: Betti Gladue	Title: Professor/Program Coordinator	Tel.: 860-215-9430 e-mail: BGladue@trcc.comnet.edu

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

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Business Information Systems Associate in Science Degree and Certificate was initially offered at TRCC in 2011. These programs provide students with supplemental skills and knowledge that can be useful in a broad range of business management positions. In addition, these programs prepare graduates for more specialized positions in business information systems. The Associate in Science Degree provides the background for transfer into Baccalaureate degree programs in this area, while the Certificate provides an opportunity to increase skills for employment.

Enrollment has been steady for the period 2011 to 2015 averaging 17 students per year. Students have transferred from this program at an average rate of 1 per year. Program retention is an average of 83% for the period 2011 to 2015 with a graduation rate of 2.3 per year.

Phase Out/Teach Out Strategy

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

There are currently 11 students registered in the Business Information System degree program and no students registered in the certificate program. Once the discontinuation has been approved for both the degree and certificate, the phase-out plan will be begin.

As the program coordinator, I have created a spreadsheet for each of the 11 students indicating which courses are currently needed to complete their degree. I have been working with the Technology Department Chair to alert them of the number of computer classes that are required. Here is a breakdown of those courses: 6-Introduction to Programming; 3-Advanced Computer Applications; and 7-Introduction to Visual Basics.

Once the students have been notified of the discontinuation, I will advise them accordingly and continue to monitor their progress until the discontinuation deadline date.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Library Technology leading to a Certificate at Three Rivers Community College to a fully online program.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
Modification of a program in Library Technology leading to a Certificate at Three Rivers Community College

BACKGROUND
Summary

In fall of 2015 it became clear the geographic location of Three Rivers Community College in the eastern corner of the state was an impediment to sustaining growth of enrollment in the Library Technology program. In spring 2015 and fall 2015 some of our courses were not allowed to run because of low enrollment (under 10). This was a wake-up call to the need to assess and modify the program. Data from a survey to approximately 125 library support staff in eastern and southern Connecticut that was conducted by the program coordinator in spring 2015 was very helpful. Among its findings:

(1) The majority of participants (employed library support staff) were unaware that the Library Technology program at Three Rivers was nationally accredited by the American Library Association;
(2) Participants said they would be interested in taking Library Technology courses if they were offered online;
(3) Participants said they would be interested in taking Library Technology courses if they were offered in flexible and modular formats.
(4) Participants said they were interested in work-based learning credit.

Collaborations were renewed with the professional library community including the State Librarian, Kendall Wiggins, the Connecticut Library Association, and the Connecticut Library Consortium. A series of meetings took place in fall of 2015 and established:

(1) Commitment from the Connecticut professional library community to offer the LTA program;
(2) Endorsement from the Connecticut professional library community for online learning;
(3) Ongoing support from the Three Rivers CC Academic Dean for modification of the program;
(4) Support from Three Rivers administration in the areas of Student Services, Office of the Registrar, Educational Technology, and Career Counseling to design a sustainable and technologically sound model for an online program;
(5) Support from current and former Library Technology students for the continuation of the program;
(6) Support and leadership from members of the faculty, Social Science Department, Office of the Academic Dean, and the Library Technology Advisory Committee for the continuation and modification of the program;
(7) Leadership and guidance from the Executive Director of the Connecticut Library Consortium who not only offered to host a comprehensive "launch" page from the organization website, but also advised the PC on how to market the program statewide;
(8) Cooperation from the Connecticut Library Association, the Connecticut State Library, and the Connecticut Library Consortium to advertise the spring semester courses and the modifications to our program through listservs and newsletters;

(9) Marketing of the program internally to Three Rivers students through the banner on the college homepage.

With significant teamwork and cooperation, in just a few months the Library Technology program received approval from the college for the modifications, and in spring 2016 we offer two courses online with full enrollment. Even though the window to market the newly modified program was very tight (end of November to mid-January), our message was heard, and enrollment has expanded to outside the traditional Norwich area. In fact, we have a students taking our online courses from Fishers Island and Vermont this spring!

Need for the Program

There is a great need for certificate education for library support staff in Connecticut and throughout the United States. Library support staff account for approximately 85% of all employees in libraries. The remaining positions are filled with professional librarians with graduate degrees in Library Science. The American Library Association does not recognize nor accredits 4-year degrees in Library Science.

The Library Technology program at Three Rivers Community College is one of only 14 library support staff programs accredited with recognition agreements with the American Library Association in the United States (see http://ala-apa.org/lssc/lta-program-recognition-project/). By modifying the program to be 100 percent online (except for LIB K202 – Field Placement Practicum), we have the ability to reach prospective within all of the state of Connecticut and beyond. This has proven to be a fact this semester as we have enrolled students who live across the state who would never have driven to campus.

With the average growth rate for all occupations (library assistant and technicians) at 7 percent (OOH 2015), our program provides important education to those who either currently or aspire to work in libraries. Antidotal evidence confirms the number of openings and the successful employment found by our graduates in academic, school, and public libraries.

Library staff today must have a high degree of competency in technology, as they must be prepared to support and promote the use of databases, networks, e-books, media, and metadata as well as work in areas such as technical services, reference, collaborative programming, literacy, youth services, public relations, and more. Staff need to be practiced in communication, teamwork, and management. They also must be able to perform traditional library services of reader's advisory, children's programming, circulation services, and cataloging. This nationally accredited Library Technology certificate program now has the potential to be a primary source of education for library support staff within and outside of Connecticut.

Curriculum

The Library Technology certificate is a total of 27 credits: 3 credits in English Composition and 24 credits in Library Science aimed at support staff. Courses are:

LIB K101 – Public Services
LIB K104 – Reference Services
LIB K116 – Cataloging and Classification
LIB K120 – Literature for Children*
LIB K123 – Technical Services
LIB K125 – Digital Media (or another course approved by program coordinator)
LIB K127 – Communication, Teamwork, and Management
LIB K201 – Digital Resources
LIB K202 – Supervised Field Placement*
*Elective –students select one of these courses

Major revisions were made to the curriculum in order to achieve accreditation from the American Library Association-Library Support Staff Certification (ALA-LSSC). Five of the courses (LIB K 125, LIB K116, LIB K104, LIB K120, and LIB K101) were revised to meet the competency set standards in each course area. A new course, LIB K127 was developed to meet a required competency that was not in place.

By being nationally accredited by the American Library Association, there is an assurance that our curriculum meets the needs to current employment opportunities and community needs. Our national accreditation is "portable" and transferable in that our courses are recognized nationally and can be used in any ALA-LSSC certificate program.

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

1. Evaluate the mission of libraries, departments and services of libraries, and basic library policies.

2. Demonstrate and adapt good customer service and communication skills.

3. Understand and use common library terminology.

4. Apply a high level of skill to effectively use the Internet, databases, integrated systems, software applications, multimedia, and other forms of technology to enhance library work and to assist patrons in all areas of service.

5. Evaluate basic reference and information resources and use them to assist patrons with information needs.

6. Understand basic library classification systems and use them to catalog and retrieve materials.

7. Apply appropriate methods and techniques for material processing, storage, and preservation.

8. Perform reader's advocacy to suggest books and materials to all ages from youngest children through adults.

9. Create library programs for all ages on a wide variety of subjects and topics.

10. Understand and apply basic communication, teamwork, and management skills required in the library workplace.

Students

The students who enroll in the Library Technology program are typically females (age 30 and above) who seek a second career. Few students are recent high school graduates.

It is not unusual for students in the program have bachelor or graduate degrees and have worked in another field for many years. A few students are starting college for the first time in mid-age. While not a large number, some students in the certificate program are also seeking to complete an associate's degree.

Our students are, for the most part, highly motivated to succeed. They participate in class and are thoughtful and reflective in their work. Those who work in libraries often have the goal to improve their performance or to learn new skills to advance their careers.

Student enrollment has significantly increased in spring 2016 with offering our program 100 percent online. Marketing of the program will be robust for fall 2016 with the support of Three Rivers Community College and the professional library community and institutions in the state. All students in the program are distance learning students and do not need to come to campus to complete any coursework in the certificate.

Faculty

All faculty are adjunct and part time. One faculty member is the full time director of the Donald R. Welter Library at Three Rivers Community College.

Two faculty members have doctorates. All faculty have their Masters in Library Science or/or Educational Media.

Three faculty members have Connecticut certification in School Library Media from the Connecticut State Department of Education.

All faculty are either currently working or recently retired from full time library positions where they have been directors or in other management roles.

Most acquire professional development from their full-time place of employment (public, academic, or K-12 school) for from attending conferences, workshops, webinars, and other opportunities to learn and keep current with their areas of expertise. Faculty also participate in local, state and national library association conferences and meetings, and boards.

Two faculty members have recently published books (Library Support Staff Handbook Series) with Rowman & Littlefield and have current contracts for the next two books in their series (anticipated publication winter, 2017). A faculty member also has a book in publication, "The Ghosts of Groton Bank" with History Press.

Learning Resources

In addition to required and secondary textbooks, students are required to have access to functional and up-to-date computers so that they can access BlackBoard, the online learning application used for teaching the Library Technology courses. Students must be able to view files in WORD, PDF, and/or RTF.

Faculty have WebEx accounts for creating video lectures. Faculty use their own computer and communications equipment to create lessons, communicate with students, and assess student work.

Facilities

As we are a fully online, distance learning program, other than administrative supports (advising, registration, etc.), there is no specific facilities needed for this program.

Fiscal Note

There is a fee of $200 to the American Library Association for reaccreditation in June, 2016.

Review of Documents:

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

Accreditation:

The Library Technology Certificate program is accredited by the American Library Association – Library Support Staff Certification. Reaccreditation will take place in June, 2016.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College | Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: Continued accreditation, April 2013

Original Program Characteristics

CIP Code No. 250301 Title of CIP Code Library and Archives Assisting CIP Year: 2000 or 2010 X

Name of Program: Library Technology

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

Certificate: *(specify type and level)* Library Technology Certificate

Date Program was Initiated: pre-1990 (?)

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)*: 27

Original Program Credit Distribution

Cr in Program Core Courses: 21

Cr of Electives in the Field: 3

Cr of Free Electives:

Cr Special Requirements *(include internship, etc.):* 3

Total # Cr in the Program *(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 Program Modification Approval Being Sought (mark all that apply):

- Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)
- Significant Modification of Courses/Course Substitutions
- Offering of Program at Off-Campus Location (specify new location)
- X Offering of Program Using an Alternate Modality (e.g. from on ground to online)
- Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Library Technology

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

Certificate [1]: *(specify type and level)* Library Technology Certificate

Program Initiation Date: 1985 (?)

Modality of Program: On ground X Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 27

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 21

Cr of Electives in the Field: 3

Cr of Free Electives:

Cr Special Requirements *(include internship, etc.):* 3

Total # Cr in the Program *(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

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

Program Discontinued: CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: American Library Association, spring 2016
- 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)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Institutional Contact for this Proposal: Marie C. Shaw	Title: Program Coordinator	Tel.: 860-449-4411 e-mail: mshaw@trcc.commnet.edu

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

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

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)* By modifying the traditional classroom program to a fully online program, Three Rivers Community College will be the state-wide provider of library support staff education in Connecticut. Currently there is no institution that has a program that has this reach.

  The Library Technology program addresses the educational and professional development needs of library support staff who work in Connecticut libraries. According to the 2015 Occupational Outlook Handbook (OOH), *"Library technicians and assistants help librarians with all aspects of running a library. They assist patrons, organize library materials and information, and perform clerical and administrative tasks."* Approximately 85% of library workers are library assistants and technicians. Furthermore, library support staff need to be trained.

  The OOH further describes the need for an educated workforce who can work with the community the library serves. "*Most library technicians need a postsecondary certificate or an associate's degree. Employment of library technicians and assistants is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Libraries will use these workers to take over some of the duties of librarians, whose hourly wages are usually higher."*

- 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 program makes use of the strengths of the institution in many ways, including:
  1. Faculty who are adjunct who have current experience working in school, academic, and public libraries serving in administrative roles who know from their practice the importance of the post-secondary library technology certificate.
  2. Curriculum that is nationally accredited by the American Library Association-Library Support Staff Certification. Three Rivers Community College is one of the few colleges in the United States that has met the rigid standards for national accreditation.
  3. Resources that include use of current online educational technology. Instructors who teach online must pass review of their work by the Director of Educational Technology before courses can be posted online. Three Rivers uses Black Board as well as WebEx to instruct students online. Instructors receive training in these technologies so that they are able to use all of the features and functions to achieve a rich online classroom learning environment for students.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided Currently there is one other Library Technology certificate program offered by Capital Community College in the state. Differences between the programs at Capital and Three Rivers are:

  1. Three Rivers CC is nationally accredited by the American Library Association (Capital CC is not);

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

2. Three Rivers CC aims to offer a fully online program to reach the broadest number of students (Capital CC is traditional classroom and not online)
3. Three Rivers CC employs adjunct instructors from all major types of libraries
4. Three Rivers CC Library Technology Program has an active Advisory Board comprised of professional librarians from academic, public, school, the State Library, and alumni.

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

Employment prospects for students in this program are very good. The OOH anticipates a 12% increase in library support staff positions in the next decade with more professional responsibilities. At the state level, currently the Connecticut State Library is underwriting a revision of standards for public libraries. Included in these new standards is language that encourages library employers to hire workers who have the postsecondary certificate in Library Technology. Three Rivers CC has been working closely with the Connecticut State Library, the Connecticut Library Association, and the Connecticut Library Consortium in this modification to the program so that it meets the future employer needs for the libraries in the state.

In addition, there is currently a severe shortage of school media specialists in Connecticut. Those who have achieved the library certificate may be able to find employment in schools to support the work of operating the library for the school media specialists who spend much of their time in the classroom.

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.*

Summary of Modifications:

Curriculum: All courses except LIB K202- Field Placement will be offered online. We presently offer two of the seven core courses online, so five traditional classroom courses will need to be modified for online delivery.

Training: Three Rivers CC has a comprehensive program of training in BlackBoard for professors with ready assistance always available from the Educational Technology department. Instructors of the Library Technology courses have and will continue to avail themselves to this excellent training.

Recruitment: Special Topics one-credit courses will now be offered to those who currently work in libraries to provide instruction in the ALA-LSSC national competency standards in the area that is being taught. Once the student has completed the Special Topics course, they are eligible to apply for Credit by Exam, and program that successful students may use to achieve 50% of the certificate. It is the goal of this modification to encourage those in the Connecticut library workforce who do not have formal training to recognize the knowledge and skills they have in course areas and bootstrap their ability to achieve the formal certificate by reducing their classroom time (and expense).

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

No other resources than what are currently provided to faculty are required. Resources that will primarily be used are in technology support. Instructors will use the full functions of BlackBoard as the online classroom platform as well as WebEx to create online lectures.

Other Considerations

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2012____		First Term, Year 2013____		First Term, Year __2014__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	1	11	2	12	8	
ACTUAL FTE per Year		12		14		8
Size of Credentialed Group for Given Year						

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]

Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
Introduction to Library Public Services	LIB K101	No	3	No		
Introduction to Reference Services	LIB K104	No	3	No		
Cataloging and Classification	LIB K116	Yes	3	Introduction to Library Technical Services	LIB K123	3
Introduction to Library Technical Services	LIB K123	No	3			
Digital Media	LIB K125	No	3			
Management Strategies	LIB K127	No	3			
Digital Resources	LIB K201	No	3			
Core Course Prerequisites				Elective Courses in the Field		
Introduction to Library Technical Services LIB K123			3	Literature for Children	LIB K120	3
				Field Placement	LIB K202	3
Total Other Credits Required to Issue Modified Credential						

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

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

1. Evaluate the mission of libraries, departments and services of libraries, and basic library policies.

2. Demonstrate and adapt good customer service and communication skills.

3. Understand and use common library terminology.

4. Apply a high level of skill to effectively use the Internet, databases, integrated systems, software applications, multimedia, and other forms of technology to enhance library work and to assist patrons in

[4] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[5] Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

all areas of service.

5. Evaluate basic reference and information resources and use them to assist patrons with information needs.

6. Understand basic library classification systems and use them to catalog and retrieve materials.

7. Apply appropriate methods and techniques for material processing, storage, and preservation.

8. Perform reader's advocacy to suggest books and materials to all ages from youngest children through adults.

9. Create library programs for all ages on a wide variety of subjects and topics.

10. Understand and apply basic communication, teamwork, and management skills required in the library workplace.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

No significant new expenses are expected.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Communications leading to a Bachelor of Science degree (BS) at Southern Connecticut State University to substantially change the curriculum and the concentrations.

A True Copy:

_____

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

ITEM

Modification of a program in Communication leading to Bachelor of Science degree at Southern Connecticut State University.

BACKGROUND

Summary

- The statewide Transfer and Articulation Policy (TAP) requires greater attention to the ease of integrating community college transfer students into our program and we needed to build in more allowances for transfer credits from other institutions.
- In order to improve flexibility and flow through the program for both majors and minors there is a need to reduce the number of required courses and prerequisites for each of our concentrations.
- The modified program provides 3 concentrations (BS Communication—Advertising & Promotions; BS Communication—Film, TV, & Digital Production; BS Communication—Personal & Professional) when the previous program offered 4.
- Each concentration has been revised to include a standardized number of credits for required courses and concentration electives when the previous program had different numbers of requirements in each concentration.
- The modified program will allow most incoming transfer students to complete the program in one semester less than was previously possible.

Need for the Program

BS COM—Advertising and Promotions

Occupational Outlook Handbook* Category: Advertising and Promotions Managers ***Job Outlook***: From 2010 to 2020, employment of advertising and promotions managers is expected to grow 13 percent and employment of marketing managers is expected to grow 14 percent. ***Related Occupations***: Advertising Sales Agents, Art Directors, Demonstrators and Product Promoters, Editors, Graphic Designers, Market Research Analysts, Public Relations Managers and Specialists, Sales Managers, Technical Writers, Writers and Authors

BS COM—Film, Television, and Digital Production

Occupational Outlook Handbook* Category: Film and Video Editors and Camera Operators ***Job Outlook***: Employment of camera operators is projected to grow 2 percent from 2010 to 2020. Employment of film and video editors is projected to grow 5 percent from 2010 to 2020. ***Related Occupations***: Actors, Announcers, Broadcast and Sound Engineering Technicians, Editors, Multimedia Artists and Animators, Producers and Directors, Reports, Correspondents, and Broadcast News Analysts.

BS COM—Personal and Professional Communication

Occupational Outlook Handbook Category: Human Resources Specialists ***Job Outlook***: Employment of human resources specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Specifically, employment will increase 55 percent in the employment services industry. ***Related Occupations***: Compensation and Benefits Managers, Customer Service Representatives, Human Resource Managers, Insurance Sales Agents, Social and

Human Service Assistants, Tax Examiners and Collectors and Revenue Agents, Training and Development Managers

*The Occupational Outlook Handbook for 2013, produced by the U.S. Bureau of Labor Statistics.

Curriculum

Program modifications were aligned to the CSCU's Transfer and Articulation Policy (TAP). Specifically, all three concentrations were factored into the TAP Pathway for Communication. The TAP pathway will provide seamless transfer from any Connecticut Community College. The Communication Pathway has been reviewed by the Framework Implementation and Review Committee (FIRC) and are now under review by each of the 17 CSCU campuses. The pathway was unanimously approved by our department faculty.

Summary of modifications:

- BS COM—Organizational eliminated as a stand-alone concentration.

In three remaining concentrations:

- 12 credits of new core courses replace old core (COM 200, 215, 225, 253)
- Unified program capstone (COM 450) replaces individual concentration capstone (COM 472)
- Experiential requirement replaces internship requirement (COM 497) and provides new options besides the internship including study abroad, honors thesis, practicum courses, etc.
- BS COM—Advertising & Promotions Includes one new course (COM 221: Introduction to Advertising) to serve as an introduction to the concentration
- BS COM—Film, Television, & Digital Production Includes one new course (COM 368: Graphics for Film & Television) to address expected competencies in the industry
- BS COM—Personal & Professional Communication (formerly Interpersonal & Relational) Adds an existing course taken from the eliminated Organizational concentration (COM 300: Organizational Communication) to add content specific to professional contexts
- Reconfiguration of courses in concentration requirements, concentration electives, and general Communication electives to standardize the number of courses required across all concentrations in the program
- Assorted changes and updates to course numbers, course titles, and course descriptions to align course numbers, more accurately reflect current language in the discipline, and more accurately describe the course content as it is taught

Curriculum Details for a Program Modification: BS Communication—Advertising & Promotions concentration

Course Number and Name [1]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 221 Intro to Advertising**	1,2,5,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 234 Copywriting & Creative Concepts	1,2,3,4,7	3

COM 212 Visual Communication*	1,3	COM 150	3	COM 238 Fundamentals of Communication Design	1,2,3,4	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 335 Advertising Strategy & Planning	1,2,3,4,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 472 Advertising & Promotional Campaigns	1,2,3,4,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that serves as an introduction to the concentration. Three previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

Curriculum Details for a Program Modification: BS Communication—Film, TV, & Digital Production concentration

Course Number and Name [2]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 333 Scriptwriting	2,3,7	3
COM 210 Human Communication*	1,3	COM 150	3	COM 359 Studio Production	1,2,3,4,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 360 Field Production	1,2,3,4,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 368 Graphics for Film & Television**	1,2,3,4,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 480 Narrative Filmmaking *or* COM 485 Documentary Filmmaking	1,2,3,4,5,7	3

Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that provides specific material related to graphics in digital production. One previously required course has been moved from concentration requirements to concentration electives to maintain the overall number of concentration requirements at 15 credits for consistency across all three concentrations.

Curriculum Details for a Program Modification: BS Communication—Personal & Professional Communication concentration

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		
COM 150 World of Communication*	1,3	none	3	COM 287 Communication Research	1,2,3,4,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 300 Organizational Communication**	1,2,3,5,6,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 302 Relational Communication	1,2,3,5,6,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 387 Communication Theory	1,2,3,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 440 Cultural Influences on Communication	2,3,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This existing course has been added to the concentration requirements to provide material on professional communication in organizational contexts. Two previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	87	18	83	14	66	4
New Students	64	5	48	4	49	5
Returning Students	141	24	154	17	139	18
ACTUAL Headcount Enrollment	292	47	285	35	254	27
ACTUAL FTE per Year	301.97		287.37		253.43	
Size of Credentialed Group for Given Year	89		80			

Faculty

Dr. Linda Sampson (Chairperson, Associate Professor); Mr. Michael Bay (Associate Professor); Ms. Sandy DiFrancesco (Assistant Professor); Dr. Bonnie Farley-Lucas (Professor); Mr. Rich Glinka (Assistant Professor); Dr. Annette Madlock Gatison (Associate Professor); Dr. Jane McGinn (Professor); Dr. David John Petroski (Associate Professor); Dr. Meg Sargent (Associate Professor); Dr. Frank Tavares (Professor); Mr. Derek Taylor (Associate Professor).

Learning Resources

Library resources to support the proposed changes are currently available.

Current production facilities, editing suites, and computer classrooms are adequately meeting the current needs of our program and should continue to do so. Even without the proposed program modifications, these resources require regular upgrades and would benefit from expansion.

Facilities

The Communication Department Video Production Facility serves as a hands-on laboratory for students enrolled in the Department's video production courses. Here students can work with a variety of video and audio production tools to complete their projects. The Studio is equipped with three Sony DSR-370 cameras, teleprompters, and a variety of lighting instruments.

Fiscal Note

The addition of new courses is reasonably balanced with the number of existing courses that will be replaced or eliminated by these curricular changes which indicates the current faculty (13 FT, 3 FTE adjuncts) and administration (1 secretary) will provide adequate resources to support the program modification.

Review of Documents:

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

Accreditation:

This program is not separately accredited.

February 10, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University | Date of Submission to BOR Office:

Most Recent NEASC Institutional Accreditation Action and Date: continued accreditation April 2012

Original Program Characteristics

CIP Code No. 090100 Title of CIP Code Communication, General CIP Year: 2010

Name of Program: Communication

Degree: Title of Award *(e.g. Master of Arts)* Bachelor of Science with 4 concentration options:

BS Communication—Advertising & Promotions

BS Communication—Film, TV, & Digital Production

BS Communication—Interpersonal & Relational

BS Communication—Organizational

Certificate: *(specify type and level)* N/A

Date Program was Initiated: Established circa 1968; Most recent approved major program revision: 1999

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120

Original Program Credit Distribution

Cr in Program Core Courses:

BS Communication-Advertising & Promotions: 12

BS Communication-Film, TV, & Digital Production: 12

BS Communication-Interpersonal & Relational: 12

BS Communication-Organizational: 12

Cr in Concentration Requirements:

BS Communication-Advertising & Promotions: 21

BS Communication-Film, TV, & Digital Production: 15

BS Communication-Interpersonal & Relational: 18

BS Communication-Organizational: 18

Cr of Electives in the Field:

BS Communication-Advertising & Promotions: 9

BS Communication-Film, TV, & Digital Production: 12

BS Communication-Interpersonal & Relational: 18

BS Communication-Organizational: 12

Cr of Free Electives:

BS Communication-Advertising & Promotions: 27

BS Communication-Film, TV, & Digital Production: 30

BS Communication-Interpersonal & Relational: 27

BS Communication-Organizational: 27

Cr Special Requirements *(include internship, etc.):*

BS Communication-Advertising & Promotions: 3

BS Communication-Film, TV, & Digital Production: 3

BS Communication-Interpersonal & Relational: 3

BS Communication-Organizational: 3

Total # Cr in the Program *(sum of all #Cr above)*: **72**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: LEP = 48

Type of Program Modification Approval Being Sought (mark all that apply):

X Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Modification of existing program from 4 concentrations to 3 concentrations

X Significant Modification of Courses/Course Substitutions: Modification of program core courses for all concentrations (15 credits)

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g. from on ground to online)

X Change of Degree Title or Program Title: Changed 1 concentration title *from* Interpersonal & Relational Communication *to* Personal & Professional Communication

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Modified Program Characteristics

Name of Program: Communication

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

Bachelor of Science with 3 concentration options:

BS Communication—Advertising & Promotions

BS Communication—Film, TV, & Digital Production

BS Communication—Personal & Professional (title revised from Interpersonal & Relational)

[BS Communication—Organizational concentration is discontinued]

Certificate [1]: *(specify type and level)* N/A

Program Initiation Date: Fall 2016

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120

Other: none

Modified Program Credit Distribution

BS Communication—Advertising & Promotions

BS Communication—Film, TV, & Digital Production

BS Communication—Personal & Professional

All 3 concentrations are now standardized:

Cr in Program Core Courses: 15

Cr in Concentration Requirements: 15

Cr of Electives in the Field: 12

Cr of Free Electives: 27

Cr Special Requirements *(include internship, etc.):* **3**

Total # Cr in the Program *(sum of all #Cr above)*: **72**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: LEP = 48

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

Program Discontinued: BS COM—Organizational Communication CIP: 090901 DHE# (if available):

Accreditation Date: unknown

Phase Out Period 2 years Date of Program Termination: N/A Communication Program will not be terminated—only one concentration within the program will be discontinued.

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

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

Institutional Contact for this Proposal: Linda Sampson	Title: Chair, Communication Dept	Tel.: 203-392-5377 e-mail: SampsonL1@SouthernCT.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [2] (if applicable) Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

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

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

Context and need for proposed modification:

- There has been no comprehensive revision across our curriculum in more than 15 years. Upon thorough review, including an extensive Program Review and Assessment (PRAC Report) and recommendations from an external reviewer, we recognized the need to make the structure of our concentrations more uniform, as well as align each concentration more closely with our learning outcomes for the major.
- These reviews identified that different levels of program assessment were not evident in our curriculum and irregular course numbering needed specific attention.
- Changes in our discipline require updates to our program, courses, and terminology.
- Fluctuating enrollments in two smaller concentrations have consistently resulted in class cancellations/course substitutions during the last 3 years and we need to reduce the number of concentrations for more even distribution of student enrollment in courses.
- The statewide Transfer and Articulation Policy (TAP) requires greater attention to the ease of integrating community college transfer students into our program and we needed to build in more allowances for transfer credits from other institutions.
- In order to improve flexibility and flow through the program for both majors and minors there is a need to reduce the number of required courses and prerequisites for each of our concentrations. This will increase the ability of students to more through our program more efficiently and graduate in a more timely manner.

Relationship to orginally approved program:

- The modifications have restructured the "core" communication courses required for all majors to a vertical configuration rather than the current horizontal arrangement. Rather than 5 courses at the 200 level, the core has been reorganized into 3 basic entry level courses (100 and 200 level), 1 midlevel course (300 level), and 1 unified capstone (400 level).
- The modifications have built in 3 key assessment points in the program: entry (COM 150), midlevel (COM 350), and exit (COM 450) which were nonexistent in the original program.
- The modified program provides 3 concentrations when the previous program offered 4.
- Each concentration has been revised to include a standardized number of credits for required courses and concentration electives when the previous program had different numbers of requirements in each concentration.
- We have renumbered courses to reflect SCSU University Curriculum Forum Guidelines for Level of Course Numbers and more accurately reflect the actual level of course content.
- We have revised and updated titles and course descriptions to more accurately reflect the content of the courses and current language in the discipline.
- We have replaced the internship currently required of all majors with an "experiential" requirement that gives students additional options in lieu of the internship including study abroad, a practicum class, or an independent study as approved by the department.
- We have revised the Communication Minor by reducing the required classes from 5 to 3. This will allow Interdisciplinary Studies (IDS) students and other minors more flexibility to use the program to meet their curricular needs.
- The modified program will allow most incoming transfer students to complete the program in one semester less than was previously possible.

As applicable, please describe:

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

  The Occupational Outlook Handbook for 2013, produced by the U.S. Bureau of Labor Statistics, provides insight into long-term job growth across the nation. It is difficult to pinpoint the specific need for the communication majors because most of the National and State employment statistics, including the Handbook, focus on management-level positions. Entry-level jobs related to communication fall in many categories and reach into many other areas as graduates seek experience to be qualified for management jobs. For general background, the following categories were consulted to identify employment trends related to the specializations within the major. While there were no exact matches, Handbook information about the closest category matches is provided, followed by a list of other related occupations.

  BS COM—Advertising and Promotions

  Occupational Outlook Handbook Category: Advertising and Promotions Managers *Job Outlook*: From 2010 to 2020, employment of advertising and promotions managers is expected to grow 13 percent and employment of marketing managers is expected to grow 14 percent, both about as fast as the average for all occupations. Advertising, promotions, and marketing will continue to be essential for organizations as they look to maintain and expand their share of the market. Advertising and promotions managers will be needed to plan, direct, and coordinate advertising and promotion campaigns, as well as to introduce new products to the marketplace. They will also be needed to manage digital media campaigns, which often target customers through the use of websites, social media, and

live chats. Advertising, promotions, and marketing manager positions are highly desirable and are often sought by other managers and experienced professionals. As a result, strong competition is expected. With Internet-based advertising becoming more important, advertising managers who can navigate the digital world should have the best prospects. *Related Occupations*: Advertising Sales Agents, Art Directors, Demonstrators and Product Promoters, Editors, Graphic Designers, Market Research Analysts, Public Relations Managers and Specialists, Sales Managers, Technical Writers, Writers and Authors

BS COM—Film, Television, and Digital Production

Occupational Outlook Handbook Category: Film and Video Editors and Camera Operators *Job Outlook*: Employment of camera operators is projected to experience little or no change, growing 2 percent from 2010 to 2020. In broadcasting, job growth is expected to be slow because automatic camera systems reduce the need for camera operators at many TV stations. Despite the public's continued strong demand for new movies and TV shows, companies won't hire as many people as might be expected as the motion picture industry becomes more productive. They will be able to produce more movies without hiring many more workers. Production companies are experimenting with new content delivery methods, such as mobile and online TV, which may lead to more work for operators in the future. However, these delivery methods are still in their early stages, and it remains to be seen how successful they will be. Employment of film and video editors is projected to grow 5 percent from 2010 to 2020, slower than the average for all occupations. There will be some job openings due to workers leaving the occupation, however, camera operators and film and video editors will still face strong competition for jobs. The broadcasting and motion picture industries attract many more applicants than there are jobs available. Those with more experience at a TV station or on a film set should have the best job prospects. *Related Occupations*: Actors, Announcers, Broadcast and Sound Engineering Technicians, Editors, Multimedia Artists and Animators, Producers and Directors, Reports, Correspondents, and Broadcast News Analysts.

BS COM—Personal and Professional Communication

Occupational Outlook Handbook Category: Human Resources Specialists *Job Outlook*: Employment of human resources specialists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. Specifically, employment will increase 55 percent in the employment services industry. About 17 percent of human resources specialists work in this industry, which includes employment placement agencies, temporary help services, and professional employer organizations. Organizations will continue to outsource human resources functions to professional employer organizations—companies that provide human resources services to client businesses. Additionally, rather than having recruiters and interviewers on staff, these businesses will contract preliminary staffing work to employment placement and temporary staffing agencies as needed. Overall job opportunities for human resources specialists are expected to be favorable. Opportunities should be best in the employment services industry, as companies continue to outsource portions of their human resources functions to other firms. Candidates with a bachelor's degree and related work experience should have the best job prospects. Human resources generalists, in particular, also may benefit from having knowledge of human resources programs, employment laws, and human resources information systems. *Related Occupations*: Compensation and Benefits Managers, Customer Service Representatives, Human Resource Managers, Insurance Sales Agents, Social and Human Service Assistants, Tax Examiners and Collectors and Revenue Agents, Training and Development Managers

- 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?

  Many Communication faculty who have previously taught in either our Interpersonal & Relational *or* Organizational concentrations have education and training in both sub-disciplines and will be able to integrate revised course content to address both personal and professional communication contexts. The applied nature of our curriculum benefits from our geographical location in New Haven as well as our proximity to New York City which allows our students to take advantage of a wide variety of experiential learning and internship opportuntities in the surrounding community.

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

  Program modifications were aligned to the CSCU's Transfer and Articulation Policy (TAP). Specifically, all three concentrations were factored into the TAP Pathway for Communication. The TAP pathway will provide seamless transfer from any Connecticut Community College. The Communication Pathway has been reviewed by the Framework Implementation and Review Committee (FIRC) and are now under review by each of the 17 CSCU campuses. The pathway was unanimously approved by our department faculty.

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

  A review of the Communication Departments at our sister schools indicates that our modifications will actually reduce some existing duplication. CCSU offers Media Production and Performance, Media Studies, Organizational, and Public Relations/Promotions. The elimination of our Organizational concentration actually removes an existing duplication with CCSU and their remaining emphases offer somewhat different foci than ours. WCSU offers a general Communication Studies, Media Arts, and Relational Communication. Our modified Personal and Professional concentration is more specifically focused than their Communication Studies option and the combination of interpersonal and organizational courses in our modified concentration removes some of the previous overlap of our Interpersonal and Relational concentration with WCSU's Relational option. ECSU has a Communication program which focuses entirely on mass media which is structured very differently than our concentrations and does not present any significant duplication.

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

Connecticut State Workforce Trends

According to the Connecticut Department of Labor, jobs related to communication study are expected to have substantial state-wise growth through 2018. Below are the projected fastest growing communication-related areas:

Occupation Category	Estimated Growth through 2018 (%)
Public Relations Specialists	16.4
Sales Managers	11
Technical Writers	10
Public Relations Managers	9.5
Multi-media Artists and Animators	8.9
Writers and authors	7.3
Art Directors	7
Marketing Managers	5.4
Graphic Designers	4

It is clear that the Public Relations as a related field, has the most potential growth. At this point the A&P concentration in the Department of Communication is the closest degree option students have to learn about this area. According to the State "Education and Training Connection" website, only one four-year institution (Quinnipiac University) offers a degree program that specifically addresses Advertising. At this point, the SCSU specialization is not listed because it is technically a Communication degree. It is worth noting that graduates from our program obtain employment in a variety of sectors. The CT Department of Higher Education Report on Graduates noted that Communication majors graduating from SCSU in 2007 and 2008 had the following employment

Graduates Employed in 3rd Quarter After Graduation

Grad Year	Total Grads	Employed Grads	% Employed	Top 3 Sectors (# of Grads)
2006-2007	119	87	73.1%	• Ed Services (15) • Information (13) • Health Care/Social Asst (10)
2007-2008	111	86	77.5%	• Retail Trade (15) • Information (11) • Health Care/Social Asst (10)

Overall, about 79% of graduates across all programs were employed in the third quarter after graduation. This places Communication grads just below the overall percentage of graduates obtaining jobs within one year of graduation. It is unclear from these statistics whether any of students who were not employed returned to graduate school. In any case, graduates from our program seem to secure jobs in a variety of areas, many of which are not directly tied to the specializations offered by our program. The Personal and Professional Communication concentration is best poised to advance students in the Health Care and Information sectors. In the long term, we may want to further consider the incorporation of Health Communication and/or Information Technology more directly into our curriculum.

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.*

Summary of modifications: BS COM—Advertising & Promotions

- 12 credits of new core courses (COM 150, 210, 212, 350) replace old core (COM 200, 215, 225, 253)
- Unified program capstone (COM 450) replaces individual concentration capstone (COM 472)
- Experiential requirement replaces internship requirement (COM 497) and provides new options besides the internship including study abroad, honors thesis, practicum courses, etc.
- Includes one new course (COM 221: Introduction to Advertising) to serve as an introduction to the concentration
- Reconfiguration of courses in concentration requirements, concentration electives, and general Communication electives to standardize the number of courses required across all concentrations in the program
- Assorted changes and updates to course numbers, course titles, and course descriptions to align course numbers, more accurately reflect current language in the discipline, and more accurately describe the course content as it is taught

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Summary of modifications: BS COM—Film, Television, & Digital Production

- 12 credits of new core courses (COM 150, 210, 212, 350) replace old core (COM 200, 215, 225, 253)
- Unified program capstone (COM 450) replaces individual concentration capstone (COM 492)
- Experiential requirement replaces internship requirement (COM 497) and provides new options besides the internship including study abroad, honors thesis, practicum courses, etc.
- Includes one new course (COM 368: Graphics for Film & Television) to address expected competencies in the industry
- Reconfiguration of courses in concentration requirements, concentration electives, and general Communication electives to standardize the number of courses required across all concentrations in the program
- Assorted changes and updates to course numbers, course titles, and course descriptions to align course numbers, more accurately reflect current language in the discipline, and more accurately describe the course content as it is taught

Summary of modifications: BS COM—Personal & Professional Communication (formerly Interpersonal & Relational)

- 12 credits of new core courses (COM 150, 210, 212, 350) replace old core (COM 200, 215, 225, 253)
- Unified program capstone (COM 450) replaces individual concentration capstones (COM 481)
- Experiential requirement replaces internship requirement (COM 497) and provides new options besides the internship including study abroad, honors thesis, practicum courses, etc.
- Adds an existing course taken from the Organizational concentration (COM 300: Organizational Communication) to add content specific to professional contexts
- Reconfiguration of courses in concentration requirements, concentration electives, and general Communication electives to standardize the number of courses required across all concentrations in the program
- Assorted changes and updates to course numbers, course titles, and course descriptions to align course numbers, more accurately reflect current language in the discipline, and more accurately describe the course content as it is taught

Summary of modifications: BS COM—Organizational

Significant content from this concentration will be included in the new core assessment courses (especially COM 350, 450) and the primary theory course (COM 300) will now be included in the Personal & Professional concentration.

Organizational will be eliminated as a stand alone concentration.

The institution will support these changes by continuing to provide the faculty, administrative support, and instructional facilties that are presently provided to support the Communication Department. Oversight and approval of these curricular modifications have been provided by the Arts & Sciences School Currculum Committee, the Notifications Management Committee (approved 10/1/2015), and the University Curriculm Forum (approved 10/8/2015).

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 addition of new courses is reasonably balanced with the number of existing courses that will be replaced or eliminated by these curricular changes which indicates the current faculty (13 FT, 3 FTE adjuncts) and administration (1 secretary) will provide adequate resources to support the program modification.

Library resources to support the proposed changes are currently available.

Current production facilities, editing suites, and computer classrooms are adequately meeting the current needs of our program and should continue to do so. Even without the proposed program modifications, these resources require regular upgrades and would benefit from expansion.

Other Considerations: None

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2013		First Term, Year 2014		First Term, Year 2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	87	18	83	14	66	4
New Students	64	5	48	4	49	5
Returning Students	141	24	154	17	139	18
ACTUAL Headcount Enrollment	292	47	285	35	254	27
ACTUAL FTE per Year	301.97		287.37		253.43	
Size of Credentialed Group for Given Year	89		80			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification: BS Communication—Advertising & Promotions concentration

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		
COM 150 World of Communication*	1,3	none	3	COM 221 Intro to Advertising**	1,2,5,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 234 Copywriting & Creative Concepts	1,2,3,4,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 238 Fundamentals of Communication Design	1,2,3,4	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 335 Advertising Stragtegy & Planning	1,2,3,4,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 472 Advertising & Promotional Campaigns	1,2,3,4,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that serves as an introduction to the concentration. Three previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification: BS Communication—Film, TV, & Digital Production concentration

Course Number and Name [4]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 333 Scriptwriting	2,3,7	3
COM 210 Human Communication*	1,3	COM 150	3	COM 359 Studio Production	1,2,3,4,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 360 Field Production	1,2,3,4,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 368 Graphics for Film & Television**	1,2,3,4,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 480 Narrative Filmmaking *or* COM 485 Documentary Filmmaking	1,2,3,4,5,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This is a new course that provides specific material related to graphics in digital production. One previously required course has been moved from concentration requirements to concentration electives to maintain the overall number of concentration requirements at 15 credits for consistency across all three concentrations.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

Curriculum Details for a Program Modification: BS Communication—Personal & Professional Communication concentration

Course Number and Name [5]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
COM 150 World of Communication*	1,3	none	3	COM 287 Communication Research	1,2,3,4,6	3
COM 210 Human Communication*	1,3	COM 150	3	COM 300 Organizational Communication**	1,2,3,5,6,7	3
COM 212 Visual Communication*	1,3	COM 150	3	COM 302 Relational Communication	1,2,3,5,6,7	3
COM 350 Workplace Communication*	2,3,7	COM 101, 150, 210, 212 + 6 credits in concentration requirements	3	COM 387 Communication Theory	1,2,3,5,6,7	3
COM 450 Communication Capstone*	2,3,4,5,6,7	COM 350	3	COM 440 Cultural Influences on Communication	2,3,5,6,7	3
Experiential Requirement	2,3,4,5,6,7	COM 350	3			
Core Course Prerequisites				Elective Courses in the Field		
Listed above				Concentration electives	2,3,4,7	6
				Program electives	2,3	6
Total Other Credits Required to Issue Modified Credential						

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

1. Students will be able to identify the specific history, fundamental theories, and key concepts for the Communication discipline.
2. Students will be able to apply critical and analytical thinking to communication problems and devise creative and original solutions.
3. Students will be able to employ effective verbal, nonverbal, and written communication skills in personal and professional contexts.
4. Students will be able to apply tools and technologies appropriate for the communication profession in which they work.
5. Students will be able to demonstrate a recognition and appreciation of diverse cultures in a global society.
6. Students will be able to endorse and commit to practicing principles of ethical communication.
7. Students will be able to reflect and assess communication competence in relation to self and others.

Detailed annotations to explain modifications:

*These courses are the new core courses required for all concentrations (15 credits).

**This existing course has been added to the concentration requirements to provide material on professional communication in organizational contexts. Two previously required courses have been moved from concentration requirements to concentration electives to reduce the overall number of concentration requirements to 15 credits for consistency across all three concentrations.

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Southern Connecticut State University *Date* 2/25/2016

Proposed Program Communication

PROJECTED Enrollment	First Term Year 1 - 2016		First Term Year 2 - 2017		First Term Year 3 - 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	76	6	77	6	80	7
New Students *(first time matriculating)*	59	7	60	7	60	7
Continuing *(students progressing to credential)*	149	20	150	20	150	21
Headcount Enrollment	284	33	287	33	290	35
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$1,904,656	$334,530	$1,922,970	$334,530	$1,922,970	$346,920
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$2,239,186		$2,257,500		$2,269,890	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	1	$83,279	1	$83,279	1	$83,279
Faculty *(Full-time, total for program)*	14	$1,073,206	14	$1,073,206	14	$1,073,206
Faculty *(Part-time -total for program)*	12	$165,076	12	$165,076	12	$165,076
Support Staff	1	$59,826	1	$59,826	1	$59,826
Library Resources Program		$0		$0		$0
Equipment *(List as needed)*		$3,744		$3,744		$3,744
Other (e.g. student services)		$777,272		$777,272		$777,272
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*		$16,240		$16,240		$16,240
Total ESTIMATED Expenditures		$2,178,644		$2,178,644		$2,178,644

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

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

Please provide any necessary annotations:

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

Assumptions:

As of Fall 2015 advising numbers, we currently have 55 students in our Interpersonal & Relational concentration and 54 students in our Organizational concentration. It is expected that students from both concentrations will transfer into the modified Personal & Professional Communication. We also expect that some new students will be attracted to the revised concentration title which more clearly indicates an explicit focus on workplace skills and the applied nature of our program.

The reduced prerequisite requirements and fewer prescribed requirements across all concentrations will increase the flexibility of our program and make it easier for students to move efficiently through the major which will make it more attractive to students, especially transfer students and those who make a late decision to change in major

The majority of the classes that these new students will be taking are already offered in our program and there is currently enough available capacity to absorb these additional students. Therefore, additional teaching costs ARE NOT REQUIRED

This program WILL INCREASE revenue without increasing expenses.

Expenditures * : The expenditures are actual expenses from FY2015.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Minor

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Minor in Bioinformatics at Eastern Connecticut State University.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Designation of a new Bioinformatics minor at Eastern Connecticut State University

BACKGROUND

Bioinformatics is an interdisciplinary science that involves the development and use of computational, statistical, and mathematical tools to store and analyze large biological datasets such as genomic sequences. Bioinformatics is routinely used in genomics research and in personalized medicine, for example to identify biomarkers that indicate whether or not a cancer patient is likely to respond to a particular treatment. The Bioinformatics minor will teach students core concepts in computer science, statistics, and genomics, will expose students to current Bioinformatics tools and databases, and will train students to apply bioinformatics programming and analytic skills to solve important problems in biology and medicine. The minor will prepare students who want to pursue graduate studies in Bioinformatics or Computational Biology and will assist students in pursuing related careers.

Need for the Program

The ConnSCU Board of Regents previously recommended that an Assistant/Associate Professor of Bioinformatics position at Eastern be filled, in part, to develop a bioinformatics program that would prepare students for Connecticut's growing biomedical and pharmaceutical industry and for graduate programs in bioinformatics. The requested position was directly related to the State's need for graduates with expertise in areas related to fields that are significant components of Connecticut's work force, and the bioscience industry has been identified by Governor Malloy as one such component.

Curriculum

Table 1. Bioinformatics minor requirements (see section 3 of the Proposal for details)

	Course	Credits
Required Courses	CSC 210: Computer Science and Programming I	3
	Either MAT 216: Statistical Data Analysis (3 cr) OR MAT 315: Applied Probability and Statistics (4 cr)	3-4
	BIO 230: Genetics w/ Laboratory OR BIO 304: Genetics and Society AND BIO 314: Genetics and Society Lab	4
	CSC 314: Introduction to Bioinformatics	3
	CSC 315: Bioinformatics Programming and Analysis	3
Select ONE of the following elective courses[1]	CSC 342: Advanced Database Systems	3
	CSC 305: Data Mining and Applications	3
	CSC/MAT 350: Numerical Analysis	3
	MAT 373: Explorations - Mathematical Biology	3
	BIO 450: Biotechnology with Lab	4
	BIO 436: Molecular Genetics with Lab	4
	Total Credits	**19-21**

[1]Additional elective courses may count with approval of the Bioinformatics coordinator.

Students

The minor will appeal to Biology majors with an interest in computation, and to Computer Science and Mathematics majors interested in solving biological problems. There is a clear demand for a Bioinformatics minor at Eastern. Since Spring of 2014, Introduction to Bioinformatics and Bioinformatics Programming and Analysis have each been taught two times, and have had maximum enrollment (20-25 students) each time. Also since this time, six students have completed independent research projects involving Bioinformatics.

Faculty

All courses in the Bioinformatics minor curriculum are taught by full time, tenured or tenure-track faculty members, and currently, no additional faculty are needed to support the minor.

Learning Resources

The Bioinformatics minor does not require any additional courses or resources (see section 5 of the proposal for details).

Facilities

The Bioinformatics minor does not require any additional facilities or modifications to existing facilities (see section 5 of the proposal for details)

Fiscal Note

No new faculty resources or new facilities required. Program will attract students to existing programs and provide new internship opportunities.

Review of Documents:

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

Accreditation:

No accreditation sought.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University | Date of Submission to BOR Office: 11/02/2015

Most Recent NEASC Institutional Accreditation Action and Date:

Original Program Characteristics

CIP Code No. Title of CIP Code CIP Year: 2000 or 2010

Name of Program: **BIOINFORMATICS MINOR - NEW MINOR OF MORE THAN 18 CREDITS**

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

Certificate: *(specify type and level)*

Date Program was Initiated:

Modality of Program: On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*:

Original Program Credit Distribution

Cr in Program Core Courses:

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)*:

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

Type of Program Modification Approval Being Sought (mark all that apply):

- Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)
- Significant Modification of Courses/Course Substitutions
- Offering of Program at Off-Campus Location (specify new location)
- Offering of Program Using an Alternate Modality (e.g. from on ground to online)
- Change of Degree Title or Program Title

Modified Program Characteristics

Name of Program: Bioinformatics

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

Certificate [1]: *(specify type and level)*

Program Initiation Date: Fall 2016

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120 (Univ Requirement)

Other:

Modified Program Credit Distribution

Cr in Program Core Courses: 16-17

Cr of Electives in the Field: 3-4

Cr of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* 0

Total # Cr in the Program *(sum of all #Cr above)*: 19-21

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 19-21

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

Program Discontinued: CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Garrett Dancik | Title: Assistant Professor | Tel.: (860) 465-4587 e-mail: dancikg@easternct.edu

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

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

BOR Sequence Number (to be assigned): Approved 2010 CIP Code No. [2] (if applicable) Log of BOR Steps Towards Program Approval:	Title of CIP Code
Nature and Resolution number for BOR Approval: Conditions for Approval (if any)	Date of Approval:

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

A Bioinformatics minor was recommended by the Connecticut State Colleges & Universities (ConnSCU) Board of Regents around 2011 in order to meet the expected demands of Connecticut's biomedical industry and Bioinformatics graduate programs. A new faculty position at Eastern was created and filled to support this minor. Bioinformatics is an interdisciplinary science that involves the development and use of computational, statistical, and mathematical tools to store and analyze large biological datasets such as genomic sequences. Bioinformatics is routinely used in genomics research and in personalized medicine, for example to identify biomarkers that indicate whether or not a cancer patient is likely to respond to a particular treatment. The Bioinformatics minor will provide students with appropriate knowledge and experience in computer programming, statistics, and genomics; will expose students to current bioinformatics tools and databases; and will train students to apply bioinformatics programming and analytic skills to solve problems in biology. The minor will prepare students who want to pursue graduate studies in Bioinformatics and assist students pursuing related careers.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* The minor is directly related to the State's need for graduates with expertise in areas related to fields that are significant components of Connecticut's work force, and the health sciences industry has been identified by Governor Malloy as one such component. Notably, the Jackson Laboratory for Genomic Research, located in Farmington, CT, opened in October of 2014 and is expected to employ 600 biomedical researchers, technicians, and support staff.
- 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? In 2013, a faculty position in Computer Science/Bioinformatics at Eastern was filled. Subsequently, a bioinformatics research program in cancer bioinformatics has been established, and two bioinformatics courses (CSC 314 and CSC 315) and a Mathematical Biology course (MAT 373) have been developed.
- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* N/A
- Please indicate what similar programs exist in other institutions within your constituent unit [3], and how unnecessary duplication is being avoided. The proposed minor is the result of the BOR's request to fill a bioinformatics faculty position and to establish a bioinformatics program at Eastern Connecticut State University, based on state employment needs identified by Governor Malloy. No other similar programs are offered by the 17 Connecticut State Colleges and Universities (CSCU), although the University of Connecticut (UConn) does offer a bioinformatics minor. However, we note that the proposed minor (19-21 credits) is just as rigorous than the minor offered by UConn (15 credits). In addition to meeting employment demands, the proposed minor will meet the needs of Transfer and Articulation Program (TAP) students wishing to minor in Bioinformatics.
- Please provide a description/analysis of employment prospects for graduates of this proposed program . The program will prepare students for graduate programs in Bioinformatics and for related careers in the bioscience industry. According to the United States Bureau of Labor Statistics, the expected job growth for bioinformaticians from 2012-2022 is higher than average at 19%.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.* No modifications to existing curricula are needed

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)*

Three new courses have been developed to support the minor, have been approved by Eastern's Curriculum Committee, and have been successfully taught. Classrooms and laboratories for all required courses are sufficiently equipped with the computational software and scientific tools necessary, and no additional resources are required.

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

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year ____		First Term, Year ____		First Term, Year ____	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students						
Returning Students						
ACTUAL Headcount Enrollment						
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

	Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*[4]			
	Course Number and Name[5]	**L.O. #**	**Pre-Requisite**	**Cr Hrs**
	Core Courses			
	CSC 210: Computer Science and Programming I	2	Completion of Tier I Math	3
Select one	MAT 216: Statistical Data Analysis	2	Completion of Tier I Math or Placement	3
	MAT 315: Applied Probability and Statistics	2	MAT 244 and ENG 100, 100P, 200, or HON 200	4
Select one	BIO 230: Genetics with Laboratory	1	BIO 120, BIO 130 with a grade of C- or better, CHE 210/212 or CHE 211/213	4
	BIO 304 and 314: Genetics and Society with Lab	1	LAC student with T1NS course or GER student	4
	CSC 314: Introduction to Bioinformatics	3	CSC 210 or T2NS	3
	CSC 315: Bioinformatics Programming and Analysis	3	CSC 210	3
	Elective Courses (select ONE of the following)			
	CSC 342: Advanced Database Systems	2	CSC 341	3
	CSC 305: Data Mining and Applications		T1 Mathematics	3
	CSC/MAT 350: Numerical Analysis	2	CSC 110 or CSC 231 and MAT 244	3
	MAT 373: Explorations – Mathematical Biology	2		3
	BIO 450: Biotechnology with Laboratory	1	BIO 120, 130, 220, 230 (C- or better)	4
	BIO 436: Molecular Genetics with Laboratory	1	same as BIO 450	4
			Total credits	**19-21**
	Core Course Prerequisites			
	Completion of a Tier I Math			3-4
	MAT 244 (Calculus II) and ENG 100 (College Writing), ENG 100P (College Writing Plus), ENG 200 (Reading and Writing Argument), or HON 200 (Honors: Expository Writing)			7-9
	BIO 120 (Organismal Biology with Lab), BIO 130 (Ecology with Laboratory), CHE 210/212 (General Chemistry I Lecture/Lab) or CHE 211/213 (General Chemstry II Lecture/Lab)			12
	T1NS (Tier I Natural Science), T2NS (Tier II Natural Science)			6-8
	CSC 210 (Computer Science and Programming I)			3

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

1. Discuss the mechanisms and importance of genomics and gene expression in normal cellular processes and diseases. Outcomes are assessed through short answer and essay questions that cover this topic.
2. Implement mathematical, statistical, and programmatic approaches to solve problems. Outcomes are assessed based on (1) the student's ability to correctly frame and solve problems through mathematical calculation, statistical analyses, and program development; and (2) knowledge of methods to solve these problems.
3. Use bioinformatics tools to analyze biological data such as genomic features. Outcomes are assessed based on (1) knowledge of standard bioinformatics tools, (2), the ability of a student to correctly use a tool to answer a biological question, and (3) the ability to implement a novel bioinformatics analysis in a programming language.

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

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Energy Management leading to an Associate of Applied Science degree (AAS) at Tunxis Community College.

A True Copy:

_____

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

Licensure and Accreditation of a program in Energy Management leading to an Associate of Applied Science degree at Tunxis Community College.

BACKGROUND

Summary

The Energy Management program is a unique, career-oriented two-year Associate of Applied Science (AAS) Degree that trains students to evaluate energy use patterns; develop, implement, market and maintain conservation programs; perform public outreach; recommend energy efficiency techniques; integrate alternative energy sources; and perform systems analysis to solve problems. Students learn to apply basic physics and analytical techniques to measure and define energy use of today's building systems with the goal of evaluating and recommending alternative energy solutions that will result in greater energy efficiency and lower energy costs.

Need for the Program

The program prepares undergraduate students and working age adults for energy analysis jobs in the commercial and industrial (C&I) energy sector. The program will help meet the need for well-trained commercial energy conservation workers in CT and in the Northeast US. There is an growing and ongoing need for well-trained workers in the field of commercial energy analysis and energy management in Connecticut and in the region. Recent State legislation, PA-11-80, and the State's 2013 Comprehensive Energy Strategy, along with new financing methods via The CT Green Bank, the first "Green Bank" in the nation, are driving the accelerated growth in the scale and number of commercial energy efficiency projects. These projects require pre and post-construction energy analysis, project management, and assistance by mid-level energy analysts. Graduates of the Energy Management Program will be prepared to support the work of energy engineers and project managers.

Curriculum

The Energy Management Program consists of 61 college credits, with 13 program core courses, and 8 college core courses. The college core includes ENG101 English Composition, MAT137 Intermediate Algebra, BBG115 Spreadsheet Applications, COM173 Public Speaking, ENG202 Technical Writing, PHY110 Introductory Physics, and one elective in Social Science or Humanities. The 22 college core credits represent 36% of the total credits in the degree, consistent with AAS degree requirements at other CCC's.

During their final semester, students will earn 3 credits in a 90-hour career-related Co-Op Internship "capstone" course, NRG290. Members of the Energy Management Advisory Board have agreed to employ students for a hands-on work experience. In addition to working in the "field", students will be given soft-skills training in job search, networking, resume writing, business communications, ethics and conduct.

The Energy Management Program will incorporate a "Living Laboratories" approach to implementing the Energy Management Program. The "Campus as a Living Laboratory" is a sustainable technology best practice, promoted nationally by the AACC SEED Center. Living Laboratories merges academics and campus facilities management to provide students with real-world experiential learning, marketable skills for the industry, and a pathway for the college to meet its sustainability goals.

The courses and semesters are sequenced as follows:

Year 1:

	Semester 1			Semester 2	
Course #	Title	Credits	Course #	Title	Credits
ENG201	Composition	3	ENG202	Technical Writing	3
BBG115 or CSA135	Spreadsheet Applications	3	PHY110	Introductory Physics	4
MAT137	Intermediate Algebra	3	NRG*131	Building Efficiency Auditing	3
CTC*106	Blueprint Reading	3	NRG*122	Commercial HVAC Systems & Analysis	3
ARC*240	Environmental Systems	3	NRG*123	Energy Efficiency Methods	3
	Total Credits:	15		Total Credits:	16

Year 2:

	Semester 3			Semester 4	
Course #	Title	Credits	Course #	Title	Credits
CTC*130	Alternative and Renewable Energy	3	CTC*132	Sustainable Energy for Residences & Businesses	3
NRG*124	Energy Control Strategies	3	NRG*241	Commercial Energy Use Analysis & Simulations	3
NRG*133	Lighting Fundamentals & Applications	3	NRG*242	Energy Accounting	3
COM173	Public Speaking	3	NRG*290	Energy Co-Op Internship	3
NRG*240	Energy Investment Analysis	3	Elective	Humanities or Social Science Elective	3
	Total Credits:	15		Total Credits:	15

Total Credits in the AAS Degree: 61

In addition to the AAS Degree, a number of on and off-ramps to the degree program will support enrollment. Stackable, linked certificates are now in the approval process at TxCC. These six certificates will give both professional and undergraduate students the opportunity to gain a "fast-track" certificate that can lead to entry-level employment, and "try-out" the degree courses before committing to the 2-year program.

In addition, an Energy Option, created under the existing AS Degree in Technology Studies, will be proposed this spring to offer Technology Studies students the opportunity to prepare themselves for a career in energy.

Students

While, students need no prior experience to succeed in the program, we expect that for the first 3-5 years of the program, the majority of students will consist of incumbent energy workers - employees of utilities, municipalities, state agencies, energy companies, engineering firms and utility vendor company staff - who seek to improve their knowledge and skills for career advancement. We will also market the program to career changers, unemployed and underemployed workers through community college COT coordinators, Workforce Boards, and community organizations.

Existing students and graduates of the CCC's SOAR certificate programs are good candidates for the energy management AAS degree, as a number of certificate courses overlap with the AAS. Other prospective students for the Energy Management Program will be recruited from CT high schools & technical high schools, College of Technology member colleges, ConnSCU Facilities staff, and community college Pre-Engineering, Engineering Science and Technology Studies students.

Faculty

7 courses of the total 21 courses (1/3) in the Energy Management Program are General Education courses, which may be taught by full time faculty. The remaining 14 courses will be taught by adjunct faculty who are practicing or retired energy professionals.

The Energy Management Program Advisory Board includes 22 leaders in the field of commercial and industrial energy efficiency, including the current Directors of Energy Efficiency for EverSource and United Illuminating. Board members have introduced qualified instructors to the Energy Management Program Director. The membership of the CT Chapter of the Association of Energy Engineers (AEE), represent the best source of potential instructors for the program. The CT Chapter of ASHRAE, the American Society of Heating, Refrigeration and Air Conditioning Engineers is also a potential source of instructors.

Learning Resources

The Energy Management Program will combine the excellent learning resources of Tunxis Community College with the experiential teaching and learning approach of "The Campus as a Living Laboratory". Tunxis CC offers students state-of-the-art learning resources including web-enabled smart boards, smart lecturer podiums, and computer classrooms.

Using the Tunxis campus and other CCC campuses as a Living Laboratory, students will use the latest digital energy monitoring equipment to effectively monitor energy use on the Tunxis campus, and at other CCC's. The energy monitoring equipment has been purchased. Energy Management students will perform the same energy analysis currently used within the industry.

Facilities

The CCC campuses offer a variety of buildings and building systems that are appropriate for student learning. Most CCC buildings are good candidates for energy analysis and energy savings improvement projects. Energy Management students will prepare detailed reports to gain the analytical and reporting skills required of energy analysts. Colleges and CT taxpayers will benefit from the energy saving measures colleges can implement as a result of the work of students in the program.

Fiscal Note

The Energy Management Program is being funded by the CT Dept. of Energy and Environmental Protection (DEEP), and the CT Energy Efficiency Board (EEB) in two separate grants. Based on conservative student enrollment projections, program costs will match program revenues during the first three years.

Review of Documents:

a) Campus Review – The Energy Management AAS Degree and 10 new courses were approved by the Tunxis Professional Staff Organization (College Senate) in December, 2015.
b) Campus Budget and Finance – Grant funds from the CT Dept. of Energy & Environmental Protection, and the CT Energy Efficiency Fund are being administered by the Tunxis Finance Department.
c) Campus President – Tunxis President, Cathryn Addy, has been instrumental in bringing the Energy Management Program to Tunxis CC.
d) Academic Council
e) System Office

Accreditation:

The Energy Management AAS Degree will prepare students for the following industry certifications: 1) the Association of Energy Engineers (AEE) Certified Energy Manager (CEM) certification; 2) the AEE Certified Energy Auditor (CEA) certification; 3) the ASHRAE Building Energy Assessment Professional (BEAP) Certification.

The U.S. Department of Energy (DOE) and the National Institute of Building Sciences (NIBS) through its Commercial Workforce Credentialing Council (CWCC) have worked with industry stakeholders to develop the recently announced voluntary national guidelines aimed at improving the quality and consistency of commercial building workforce credentials for four key energy-related jobs. Building Energy Auditor is among the four. To date, the AEE CEM credential has been approved by the DOE and NIBS as meeting these guidelines. Others, such as ASHRAE's BEAP certification, are being considered.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	

Program Characteristics

Name of Program: Energy Management Program

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

Certificate: *(specify type and level)*

Anticipated Program Initiation Date: Su16

Anticipated Date of First Graduation: Fa17

Modality of Program: X On ground X Online X Combined

If "Combined", % of fully online courses? 10%

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 61, including program admission prerequisites

Program Credit Distribution

Cr in Program Core Courses: 39

Cr of Electives in the Field: 3

Cr of Free Electives: 3

Cr Special Requirements *(include internship, etc.):* **3**

Total # Cr in the Program *(sum of all #Cr above)*: **61**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 22

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

Suggested CIP Code No. *(optional)* Title of CIP Code Energy Management Degree CIP Year: 2000 or 2010 X

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

Program Discontinued: CIP: DHE# (if available): Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify: The Energy Management Program will prepare students for the following nationally recognized industry certification exams: 1) the Association of Energy Engineers (AEE) Certified Energy Manager (CEM) certification; 2) the AEE Certified Energy Auditor (CEA) certification; 3) the ASHRAE Building Energy Assessment Professional (BEAP) Certification.

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

Institutional Contact for this Proposal: Dr. Darryl Reome	Title: Interim Academic Dean	Tel.: 860-773-1502 email: dreome@tunxis.edu

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

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. [1] Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

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

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

Addressing Identified Needs

- Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Energy Management Degree (EMD) Program aligns with the stated Purpose of the College and Vision Statement which is published on the Tunxis Community College website:

Purpose of the College:

In seeking to increase opportunities for further education within its region, Tunxis Community College is committed to a program of learning and services that provides:

•a stimulating, effective, and economical education for qualified students who wish to attend college within commuting distance of their homes;

The EMD program offers students a hands-on, real world "Living Laboratory"-based curriculum (using the college campus facilities and systems as laboratories), and a streamlined pathway into a career in commercial building energy management. Traditionally, engineering careers required a 4-year degree. A 2-year applied degree is all that is necessary for this career path, making this a more economical choice for students. Courses in the EMD program will be offered at multiple CT Community Colleges to provide greater geographic access for students.

•career programs leading to the associate's degree for those students who desire employment after two years of college;

The EMD IS primarily a career-technical program.

•liberal arts and pre-professional education leading to the associate's degree for those students who plan to transfer to baccalaureate programs in senior colleges or universities;

The EMD Program aligns with both AS and AAS Degree requirements so that students who desire to continue their education towards a 4-year degree.

•certificate programs for those students who desire a short period of specialized study;

EMD courses in various industry-driven concentrations will be simultaneously offered as stackable certificates. Program core courses will be blended to maximize enrollment.

•counseling to aid students in the development of their educational, vocational, and personal goals;

The EMD Program will have a dedicated Program Coordinator for student recruitment and advising. The Coordinator will also orient and assist college faculty, counseling and admissions staff to provide academic and career support to students.

•opportunities for continuing education through part-time study;

The certificate courses can be taken part-time.

•a spectrum of extracurricular activities designed to enhance student awareness of social and cultural values and of community issues

The EMD program features a "capstone" Co-Op Energy Management Internship where students will experience actual field work with employers. Field work will include energy analysis work in different social and cultural settings. In addition, program instructors and guest lecturers will enlighten students to the many state policies, programs, incentives and specific community issues around energy efficiency and sustainability.

Vision Statement

Tunxis Community College will be a vibrant educational and cultural center responsive to current as well as emerging student and community needs.

The Energy Management Degree is an excellent example of higher education being responsive to community needs and emerging career opportunities for students.

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

The Energy Management program is a unique, career-oriented two-year Associate of Applied Science degree that trains students to evaluate energy use patterns; develop, implement, market and maintain conservation programs; perform public outreach; recommend energy efficiency techniques; integrate alternative energy sources; and perform systems analysis to solve problems. Students learn to apply basic physics and analytical techniques to measure and define energy use of today's building systems with the goal of evaluating and recommending alternative energy solutions that will result in greater energy efficiency and lower energy costs.

The program prepares undergraduate students and working age adults for energy analysis jobs in the commercial and industrial (C&I) energy sector. Students need no prior experience to succeed in the program. The program will help meet the need for well-trained commercial energy conservation workers in CT and in the Northeast US. TxCC's commercial energy program is modeled after Lane Community College's Energy Management Program, in Eugene, OR. Lane's program is internationally known, attracts undergraduate students and adult students from across the US, and has been running since 1980. Lane's Director of Energy and Water Programs provided program development assistance for the TxCC program.

There is an ongoing need for well-trained workers in the field of commercial energy management in Connecticut and in the region. Connecticut is ranked sixth in the nation for our energy efficiency policies and programs. Because of recent State legislation, PA-11-80, and the State's 2013 Comprehensive Energy Strategy, we are experiencing accelerated growth in the scale and number of commercial energy efficiency projects. Most of these projects require pre and post-construction energy analysis, project management, and assistance by mid-level energy analysts. The Energy Management Program will train students to do this work.

There has been a 57% increase in the number of commercial energy efficiency projects in CT since 2013Q1, and 59% increase in incentive expenditures for these projects, according to the CL&P C&LM Program Year 2014 Q1 Report. According to the CT Dept. of Labor and O*Net Online, commercial Energy Auditors and Energy Specialists are described as having a "Bright Outlook" for jobs. The commercial and industrial energy sector in CT has a long-term need for qualified workers. Unlike traditional construction jobs, energy jobs are considered recession-resistant by industry. During a recession, many companies look for ways to decrease costs. Energy analysis and retrofit projects, many of which qualify for state and federal financial incentives and tax credits, are becoming increasing popular.

Currently, there are no college training courses in commercial energy management in CT. The Energy Management program will employ industry experts and college instructors to provide hands-on experiential learning to students. Students will conduct energy analyses on actual college buildings to gain the skills they will be required to perform as energy analysts. The college community and CT taxpayers stand to benefit from future energy savings at the college as a result of the work of students in the Energy Management Program.

Graduates of the program will be hired by numerous commercial and industrial energy management firms. The majority of members of the Energy Management Program 22-member Advisory Board (see Appendix [i]) have committed to hire graduates. Other firms have also expressed their interest in hiring program graduates. Graduates of the program will be prepared to support the work of energy engineers and project managers.

Funding for this program is being provided by the US Dept. of Energy, the CT Dept. of Energy and Environmental Protection, and the CT Energy Efficiency Board. The funders agree that CT needs a community college program to train commercial energy analysts. The program will benefit all utility ratepayers in Connecticut, and will provide a new, expanding career pathway for our state's workforce.

- 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 full 2-year AAS Degree in Energy Management has been approved by the Business and Technology Dept., in collaboration with the College of Technology (COT) and the Facilities Dept., at Tunxis Community College. Tunxis CC will be the lead college offering this degree, and courses within the new program may be delivered at selected COT colleges to appeal to a wider universe of students.

  The College of Technology for all 12 CCC's, based at Tunxis CC, will offer students in the existing Technical Studies AS degree a "concentration" in energy management. There are 7 Technology Electives, as well as overlapping common core courses such as ENG101, ENG202, and PHY110 in the Tech. Studies AS Degree. The energy concentration will be made available to Tech. Studies students at other CCC's through their respective COT program coordinators. The Energy Management Program, courses and certificates are being introduced to engineering program coordinators at COT meetings.

  The Energy Management Program will be incorporating a "Living Laboratories" approach to implementing its Energy Management Program. The "Campus as a Living Laboratory" is a sustainable technology best practice, promoted nationally by the AACC SEED Center (see Appendix [ii]). Living Laboratories merges academics and campus facilities management to provide students with real-world experiential learning, marketable skills for the industry, and a pathway for the college to meet its sustainability goals. The TxCC Campus, and other CCC campuses offer a variety of buildings and building systems for student learning. Many buildings at CT Community Colleges are good candidates for energy analysis and energy savings improvement projects.

  Tunxis Administration and Facilities staff have agreed to work with the Energy Management Program, to help identify buildings that can be analyzed for potential energy savings measures. Students will learn how to monitor systems, gather data, analyze and accurately report the data they collect. The findings by students and instructors will assist the college Administration and Facilities staff in prioritizing energy-saving improvement projects. Other CCC's will benefit from hosting Energy Management courses and the reports generated by students through the Living Laboratories approach.

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

  Consistent with other energy management AAS Degrees throughout the country, the TxCC Energy Management Program is a "career program" intended to provide experiential learning, industry best practices and a direct pathway for students into jobs and a career in sustainable energy management. It is not meant to articulate into a 4-year degree. Currently, there are no 4-year degrees in energy management in CT. Engineering degrees require a higher level of Math and Science than is required in this "Engineering Technology" career program.

  TxCC will work with other ConnSCU institutions to enable students to transfer applicable sustainable energy technology course credits towards the AAS Degree. In addition to the "Energy Concentration" as part of the Technology Studies AS Degree, Tunxis CC intends to submit an application to the BOR to create an Energy Option under the Tech. Studies AS Degree.

  Courses in the Energy Management Degree are being bundled into stackable, blended, topic-specific certificates (see Appendix [iii]) to appeal to both undergraduate and adult students who may not be ready to commit to a full 2-year AAS Degree Program. These courses will be offered at Tunxis and other CCC's.

  We are working with the Technical High Schools, specifically with their in-house "consultants" who have set up the recently launched Facilities Management Program at Wright Tech in Stamford, CT. We seek to arrange an articulation agreement with Wright Tech, and possibly other CTHS's, to facilitate a pathway for students into the Energy Management Program, by providing coursework at the Tech High Schools for college credit.

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

  There are no other degree programs in commercial energy management currently offered by the CT community colleges or universities. The Sustainable Facilities Management Certificate Program at TRCC, and the Building Efficiency & Sustainable Technology Program at NCC, are related to the subject matter in this degree program, but neither program provides comprehensive training in commercial energy management.

  The Energy Management Degree builds on the basic building science, building systems and sustainable energy courses in NCC's Building Efficiency & Sustainable Technology (BEST) certificate program. To make required program core courses more accessible to students geographically, some existing BEST courses will be offered at TxCC, or at other CT college campuses. Eventually, a portion of program core courses in the AAS Degree may be offered online as hybrid courses.

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

  A 16 member Employer/Advisory Group was convened in May, 2014 (Appendix [iv]) to present the concept for the Energy Management Degree program and to discuss industry needs. The consensus of area employers, CT utility companies and the CT Dept. of Energy and Environmental Protection, is that the industry is growing, workers are needed, and the need is projected to expand. The Advisory Group sees a widening gap between worker demand and supply. Many employers in the group are eager to hire, and provide internship opportunities students.

  Since that meeting, the Energy Management Program Advisory Board has grown to 22 members and includes representatives from CT's major utilities, building owners and managers, energy saving contractors and vendors and higher education. Virtually all employers on the Advisory Board have expressed interest in hiring graduates of the Energy Management Program.

  According to the US Dept. of Labor website - O*NET - a widely used database of occupational requirements and worker skills needed. Energy Auditors, Energy Engineers (Appendix [v]) and similar "Green" jobs (Appendix [vi]) have a bright outlook. Bright Outlook is indicated where new job opportunities are likely in the next several years. Bright Outlook occupations are expected to grow rapidly in the next several years, will need large numbers of new job openings, or are new and emerging occupations.

  Beginning in the fall of 2014, The CT Department of Energy and Environmental Protection (DEEP), the CT Business and Industry Association (CBIA), and the CT Energy Workforce Development Consortium conducted an assessment of energy workforce readiness to implement the Governor's energy strategy. In June, 2015, the Consortium released the results of this survey. Using NAICS codes, there are approximately 63,000 energy jobs at 5,600 business in Connecticut. 76% of the 58 company survey respondents expressed confidence in their hiring over the next 12 months, and confirmed that energy auditors are among the most difficult positions to fill (see Appendix [vii]).

  The CT Green Bank announced that two years after it was launched, the Commercial Property Assessed Clean Energy (C-PACE) program is rapidly gaining traction with commercial property owners in Connecticut, who are utilizing its long-term financing to fund valuable energy improvements with no upfront costs and immediate energy savings. As of February, 2015, the CT Green Bank announced that it had allocated $65 million for 90 commercial building energy improvement projects. The CT Green Bank has tripled the number of buildings affected throughout CT from roughly 20 in 2013, to 60 in 2014 (Appendix [viii]).

  In Boston and New York City, mandatory energy benchmarking and retro-commissioning of building systems by building owners is now required by city ordinances. These relatively new requirements are creating a dynamic

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

business opportunity for firms that hire energy analysts. This regional trend is growing nationally. According to a March, 2013 study conducted by PERI, the Political Economy Research Institute at UMass Amherst and The Institute for Market Transformation, (Appendix [ix]) which analyzed the potential of a national building energy rating and disclosure policy to create jobs, tens of thousands of new jobs in the residential and commercial energy efficiency sector will be created every year, trending up to 59,000 new jobs created in the US in 2020.

According to the CBIA Education Foundation report "Career Pathways to Connecticut's Commercial Energy Efficiency Jobs" (Appendix [x]), published in June, 2013, an Associate's Degree is required for the following jobs: Building Commissioning Tech., Quality Assurance Inspection Specialist, Energy Engineer Analyst (Level 2), Commercial Building Auditor (Analyst), Contract Administrator, Project Manager.

Cost Effectiveness and Availability of Adequate Resources

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

Students:

The EMD Program will initially deliver selected program core courses, and a required "Energy Core Certificate" in stackable, blended, topic-specific certificates at 2-3 colleges in the ConnSCU system. The primary purpose of this approach is to attract incumbent workers, undergraduate and adult students to these shorter-term, topic-specific certificates. This practice has been effective in filling classes at Salt Lake Community College, in Utah, in their Energy Management AAS Degree Program.

In addition to the AAS Degree, Tunxis and other College of Technology coordinators, will be able to offer students in the existing Technology Studies AS Degree program a "concentration" in energy management. There are 4 shared college core courses and students can satisfy the AS Degree with at least 7 energy course electives. Under a separate application, Energy Management Option under the existing Technology Studies AS Degree, will be proposed to the BOR in Sp16.

Instructors:

The Energy Management Program Advisory Board includes 22 leaders in the field of commercial and industrial energy efficiency, including the current Directors of Energy Efficiency for EverSource and United Illuminating. Board members have introduced qualified instructors to the Energy Management Program Director. The Program Director is a current member of the CT Chapter of AEE, the Association of Energy Engineers, and is working closely with the Chair of the CT Chapter to market the program to their membership. The CT Chapter of ASHRAE, the American Society of Heating, Refrigeration and Air Conditioning Engineers is also a source of instructors for the program.

Laboratories:

The Energy Management Program incorporates the "Living Laboratories" approach to implementing its Energy Management Program. The "Campus as a Living Laboratory" is a sustainable technology best practice, promoted nationally by the AACC SEED Center. Living Laboratories merges academics and campus facilities management to provide students with real-world experiential learning, marketable skills for the industry, and a pathway for the college to meet its sustainability goals. The TxCC Campus, and other CCC campuses offer a variety of buildings and building systems for student learning. Living Laboratories eliminates the need for costly capital investment in standing laboratory facilities.

Funding:

The development of the Energy Management Program is being funded by the CT Dept. of Energy and Environmental Protection (DEEP), and the CT Energy Efficiency Board (EEB) in two separate grants. To date, the Energy Management Program has received two consecutive $100,000 grants from DEEP for FY14/15 and FY15/16, and a $100,000 calendar year grant for 2016 from the CT Energy Efficiency Fund. A renewal of both annual grants is expected for years 2 & 3 of the Program. An increase in the amount and duration of one or both grants may be possible for 2017, once the program actually begins, and the budget is based on actual enrollment.

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. Evaluate energy use patterns of residential and commercial buildings.
2. Recommend energy efficiency and renewable energy solutions for high energy consuming buildings.
3. Understand the interaction between energy consuming building systems and based on that understanding make energy consumption recommendations.
4. Produce energy evaluation technical reports and make presentations leading to project implementation.
5. Develop and evaluate inferences and predictions that are based on collected data.
6. Read and analyze building blue prints including floor, mechanical, and electrical plans.
7. Use problem-solving techniques & mathematics to transform concepts into energy related projects.

These 7 learning outcomes are the same as those at Lane Community College, and are interwoven into individual course learning outcomes. These outcomes are assessed by instructors, through normal course work (assignments, activities, exams, reports, class participation, etc.), and by the student's supervisor in their "capstone" internship.

The National Institute of Building Sciences (Institute) and the U.S. Department of Energy (DOE) have developed voluntary national guidelines, known as the Better Buildings Workforce Guidelines (BBWG), to improve the quality and consistency of commercial building workforce credentials. Tunxis CC intends to design the AAS Degree course curricula around these guidelines.

The Energy Management AAS Degree prepares students for the following industry certifications in energy management: 1) the Association of Energy Engineers (AEE) Certified Energy Manager (CEM) certification; 2) the AEE Certified Energy Auditor (CEA) certification; 3) the ASHRAE Building Energy Assessment Professional (BEAP) Certification.

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)*

Eric Gribin, MS Nonprofit Management, and Founding Director of the Building Efficiency & Sustainable Technology (BEST) Programs at Norwalk Community College in 2009, is responsible for the day-to-day operations of the Energy Management AAS Degree Program at Tunxis CC. Eric is employed full time under an EA contract with TxCC. The BEST Program at NCC was the most successful of the 8 DOL SOAR grant programs, with the largest enrollment, most student completions and job placements.

Through his work in sustainable energy workforce training over the last six years, Eric has identified training opportunities for clean energy workforce development, and stakeholders who can provide funding for these programs. He has experience in fundraising, program development, curriculum development, teaching and advising, and grant monitoring and reporting. Eric is Project Director for Tunxis CC on the current DEEP grant. He reports to Karen Wosczyna-Birch, Director of the College of Technology, and Candace Carbone, Chair of the Business and Technology Dept.

Eric holds the following certifications in green building and sustainable energy technology: Certified Green Professional, National Association of Home Builders; Certified G-PRO, Urban Green/US Green Building Council; Building Analyst, Building Performance Institute; HERS Rater Candidate, Residential Energy Services Network. Eric is a member of the Association of Energy Engineers.

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% of program core courses will be taught by adjunct faculty. College core courses are taught by both full time faculty and adjuncts. TxCC will utilize the program Advisory Board, existing relationships with adjunct professors, energy management professionals, and employer partners to fill the need for experienced adjunct instructors for the new courses.

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

Adjunct instructors will be required to have a master's degree, industry certification and/or at least 3-years of hands-on industry experience in the specific discipline to be taught, ie: certification and/or industry experience in energy auditing, lighting retrofitting, energy analysis, and/or energy modeling. In cases where an instructor with a master's degree cannot be found, TxCC will allow an instructor with a bachelor's degree and at least 5 years industry experience to teach, until an instructor with a master's can be found.

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

Most of the equipment required for the AAS Degree program has been purchased.

Wherever Energy Management courses are held, a close working relationship between the Energy Management program coordinator, the college COT coordinator, college administration and facilities personnel will be developed. Specifically, program instructors will need to work with facilities personnel to receive permission and to coordinate access to the campus areas to be monitored for energy use.

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	Credit Hours	Note
Program Core Courses				
NRG*122 Commercial HVAC Systems & Analysis		**See Course Descriptions Attached**[xi]	**3**	
NRG*123 Energy Efficiency Methods		"	**3**	
NRG*124 Energy Control Strategies		"	**3**	
NRG*132 Lighting Fundamentals & Applications		"	**3**	
NRG*240 Energy Investment Analysis		"	**3**	
NRG*241 Commercial Energy Use Analysis & Simulations		"	**3**	
NRG*242 Energy Accounting		"	**3**	
NRG*290 Energy Co-Op Internship		"	**3**	
ARC240 Environmental Systems		"	**3**	**Existing Course at NCC**
CTC106 Blueprint Reading		"	**3**	**Existing Course at NCC**
CTC130 Alternative and Renewable Energy		"	**3**	**Existing Course at NCC**
CTC131 Building Efficiency Auditing		"	**3**	**Existing Course at NCC**
CTC132 Sustainable Energy for Residences and Businesses		"	**3**	**Existing Course at NCC**
		Total Credits	**39**	
Required General Education Courses for AAS Degree				
ENG101 Composition				**3**
MAT137 Intermediate Algebra				**3**
BBG115 Business Applications Software				**3**
ENG202 Technical Writing				**3**
PHY110 Introductory Physics				**4**
Elective - Humanities, Social Sciences				**3**
COM173 Public Speaking				**3**
			Total Credits	**22**
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*				
None				

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

The Energy Management Program consists of 61 college credits, with 13 program core courses, and 8 college core courses. The college core includes ENG101 English Composition, MAT137 Intermediate Algebra, BBG115 Spreadsheet Applications, COM173 Public Speaking, ENG202 Technical Writing, PHY110 Introductory Physics, and one elective in Social Science or Humanities. The 22 college core credits represent 36% of the total credits in the degree. This is consistent with AAS degree requirements at other CCC's. Course requirements and prerequisites are consistent with college policies. Students must be eligible for ENG101 and MAT137 to enroll in first semester courses in the program, and must maintain a GPA consistent with college policy.

During their final semester, students will earn 3 credits in a 90-hour career-related Co-Op Internship "capstone" course, NRG290. Members of the Energy Management Advisory Board have agreed to employ students for a hands-on work experience. In addition to working in the "field", students will be given soft-skills training in job search, networking, resume writing, business communications, ethics and conduct.

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
Not Applicable			

APPENDICES:

[i] Current Board of Advisors to the Energy Management Program
[ii] The Campus as a Living Laboratory, Using the Built Environment to Revitalize College Education
[iii] Energy Management Certificate List, Jan. 2, 2016
[iv] May 6, 2014, Energy Management Employer/Advisory Group Comments
[v] O*NET Summary Report for Energy Engineers, June 2014
[vi] O*NET Report for Energy Efficiency Green Economy Sector, June 2014
[vii] Connecticut Energy Workforce Assessment, June 2015
[viii] C-PACE Marks Successful First Two Years…Feb. 3, 2015
[ix] Analysis of Job Creation and Energy Cost Savings, March 2013
[x] Career Pathway's to Connecticut's Commercial Energy Efficiency Jobs, June 2013

TUNXIS AAS Degree in Energy Management
As of 12/10/15

Semester 1 - Fall		
Course No.	**Course Title**	**Credits**
ENG101	Composition (Gen Ed)	3
MAT137	Intermediate Algebra (Gen Ed)	3
BBG115	Business Applications Software (Gen Ed)	3
CTC106	Blueprint Reading	3
ARC240	Environmental Systems	3
	Semester Credits:	**15**

Semester 2 - Spring		
Course No.	**Course Title**	**Credits**
ENG202	Technical Writing (Gen Ed)	3
PHY110	Introductory Physics (Gen Ed Science IDS req.)	4
NRG*131	Building Efficiency Auditing	3
NRG*122	Commercial HVAC Systems & Analysis	3
NRG*123	Energy Efficiency Methods	3
	Semester Credits:	**16**

Semester 3 - Fall		
Course No.	**Course Title**	**Credits**
CTC130	Alternative and Renewable Energy	3
NRG*124	Energy Control Strategies	3
NRG*131	Lighting Fundamentals & Applications	3
COM173	Public Speaking (Gen Ed)	3
NRG*240	Energy Investment Analysis	3
	Semester Credits:	**15**

Semester 4 - Spring		
Course No.	**Course Title**	**Credits**
CTC132	Sustainable Energy for Residences and Businesses	3
NRG*241	Commercial Energy Use Analysis & Simulations	3
NRG*242	Energy Accounting	3
NRG*290	Energy Co-Op/Internship	3
Elective	Humanities, Social Sciences (Gen Ed)	3
	Semester Credits:	**15**
	Total Credits for AAS Degree:	**61**

22 Gen Ed credits required is 36% of total credits

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Tunxis Community College *Date* 1/6/2016

Proposed Program Energy Management AAS Degree

PROJECTED Enrollment	First Term Year 1 - Su16 and Fa16*		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*			3	3	3	3
New Students *(first time matriculating)*	6	9	6	9	6	9
Continuing *(students progressing to credential)*			3	9	9	12
Headcount Enrollment	6	9	12	21	18	24
Total Estimated FTE per Year						

*First full term will be Fa16. Students may begin coursework in Su16.

PROJECTED Program Revenue	Year 1 (FY16/17)		Year 2 (FY17/18)		Year 3 (FY18/19)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition* *(Do not include internal transfers)*	$28,800	$20,016	$57,600	$46,704	$86,400	$53,376
Program Specific Fees						
Other Rev. *(Annotate in text box below)***	$150,000		$150,000		$150,000	
Total Annual Program Revenue	$198,816		$254,304		$289,776	

*Tuition is calculated using Spring 2016 rates as follows: Full time, In-state, $2,400/semester ($1800 Tuition + $216 Service Fee + $20 Student Activity Fee + $264/semester Laboratory Fees for 3 of 5 courses per semester); $4,800/year. Part time, In-state, 6 credits per semester, $1,112/semester ($900 tuition + $124 service fee + $88 Laboratory Fee for one course); $2,224/year.

**Other Revenue is grant funding provided by the U.S. Department of Energy, State Energy Program administered by the Connecticut Department of Energy and Environmental Protection (DEEP), and the Connecticut Energy Efficiency Fund (CEEF). To date, the Energy Management Program has received 2 consecutive $100,000/FY grants from DEEP, and a $100,000 calendar year grant for 2016 from the CT Energy Efficiency Fund. A renewal of both annual grants is expected for years 2 & 3 of the Program. An increase in the amount and duration of the CEEF grant may be possible for 2017, once program courses begin.

	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Faculty (no new full time faculty req'd)		$0		$0		$0
Program Coordinator/Director, Building Efficiency & Sustainable Technology Programs (BEST) (salary & fringes for EA CCP19-12; step 4)		$146,455		$150,848		$155,374
Adjunct Instructors, plus pt/EA Asst. in Year 3		$31,000		$79,400		$102,000
Marketing - Printing, Advertising & Outreach (travel included)		$6,000		$6,000		$6,000
Professional Development		$6,000		$9,000		$6,000
Curriculum Development		$5,000		$6,000		$10,000
Equipment		$1,000		$2,500		$7,500
Consumable Program Supplies		$500		$500		$500
Estimated Indirect Cost *(e.g. student services, operations, maintanance)*		$0		$0		$0
Total ESTIMATED Expenditures		$195,955		$254,248		$287,374

No full time faculty will be hired to start-up the program. Adjunct instructors, specialists in their field, will teach courses in accordance with Tunxis CC policies.

The Director of BEST/Program Coordinator is responsible for fundraising, program development and implementation.

Adjunct instructors will be hired as described in the Final Application (page 8). A part-time EA/Program Assistant will be hired to assist with marketing, outreach, student recruitment, WIA advising, registration, etc. if revenues allow.

Marketing expenses include printed materials, advertising, outreach and exhibit space at job fairs, conferences, etc., and related travel.

Professional Development includes training for adjunct instructors in best practices for delivery of energy management programs, offered by nationally-recognized organizations such as: Northwest Water and Energy Institute; the Association of Energy Engineers; Advanced Technology Energy Educators Consortium; the SEED Center of the American Association of Community Colleges; and the BEST Center at Laney CC.

Curriculum Development includes a contingency cost to cover the costs of writing out lesson plans.

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

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cybersecurity leading to an Associate of Science degree (AS) at Naugatuck Valley Community College for a period of three years until March 30, 2019.

A True Copy:

_____

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

ITEM

Licensure of a program in Cybersecurity leading to an Associate of Science (A.S.) degree at Naugatuck Valley Community College.

BACKGROUND

Summary

The proposed Cybersecurity program provides preparation for students to obtain entry-level positions in the field of cybersecurity and computer crime deterrence. It also allows for consolidation of the existing computer crime deterrence option of the Criminal Justice major into the new cybersecurity program. The existing Criminal Justice major, and the existing Computer Information Systems major will continue to remain as freestanding programs. Courses common to both of these programs (5 CIS courses and 4 CJS courses) will be incorporated into the new program, thereby allowing for a cost-effective initiative that will attract greater enrollments.

The program will provide preparation and assistance to students for successful transfer to other institutions of higher education. It provides essential skills required to gain and to maintain employment at entry-level positions as computer crime investigators, computer security specialists, and federal law enforcement officers. By combining elements of both NVCC's Criminal Justice and Computer Information Systems programs, students will gain a strong grounding in understanding the investigative nature of cybersecurity in the criminal justice realm as well as gaining technical skills in computer science networking and programming.

Need for the Program

At the Industry Summit focused on computer information that Naugatuck Valley Community College hosted last March 2015, regional demand for Cybersecurity graduates was pronounced as significant; and 46 industries in the Waterbury region reported openings for Information Security Specialists for students with degrees in Cybersecurity. Specifically, the Chief Information Officer at Webster Bank has 25 current openings in Cybersecurity related work at the Bank. Ten percent (10%) of Summit participants joined the College's cybersecurity advisory board.

The overall outlook for Cybersecurity careers in Connecticut is strong. The Connecticut Department of Labor projects demand in Computer Science to increase by 17.4% between the years 2012 and 2022; Information Security Analysts (Cybersecurity) is projected to be up 18.6% in the same time frame.

At NVCC, the foundation of Cybersecurity is both computer technology and Criminal Justice based. The Cybersecurity degree is the merger of extensive experience with our faculty teaching Computer Science and Criminal Justice courses in established majors.

Computer Information Systems (CIS) program at NVCC has roots to the 1960's when the program was part of Waterbury State Technical College. Computer Science and programming classes in COBOL, C, C++ as well as foundation courses in assembler and operating systems were the cornerstone of the program. The program has changed to keep up with emerging technology, adding classes in Java, C#, and Mobile applications.

- Current CIS program has 3 focus areas of expertise:
  1. Networking
  2. Programming
  3. MIS
- Faculty expertise is in areas of network security, network management, programming, project management and database design.

Today, criminal justice at NVCC has faculty with expertise from law enforcement, legal, parole, insurance security, banking security, and entertainment.

Curriculum

Proposed Program
Fall 2016

Degree Program Courses	Course	Title	Credits
Computer Information Systems	CST 130	Network Essentials 1	3
Computer Information Systems	CST 274	Network Security and Technology	3
Computer Information Systems	CST or CSC 120 New Course – Advanced Computer	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST or CSC or FTA 272 (Terrorism-First Responders)	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST 273	Security Management Practices	3
Computer Information Systems/Criminal Justice	PSY 217	Psychology of Criminal Behavior	3
Criminal Justice	CJS 101	Introduction to Criminal Justice	3
Criminal Justice	CJS 224	Computer Crimes	3
Criminal Justice	CJS 234	Computer Security & Data Protection	3
Criminal Justice	CJS 235	Information Warfare and Security	3
General Education Component			
Written Communication	ENG 101	Composition	3
Written Communication	Any from approved list		3
Written Communication	Met with Aesthetic Dimensions class		-
Aesthetic Dimensions	Any from approved list		3
Continuing Learning/Information Literacy	CSC101	Introduction to Computers	3

Critical Analysis/Logical Thinking	Met with ENG 101		-
Ethical Dimensions	Met with CSC101		-
Historical Knowledge	BBG 231	Business Law I	3
Oral Communication	Any from approved list		3
Quantitative Reasoning	MAT167	Principles of Statistics	3
Scientific Knowledge	Any from approved list		4
Scientific Reasoning	CSC252	Information Systems Project Management	3
Social Phenomena	PSY 111	General Psychology I	3
TOTAL PROGRAM			61

Students

The five-year trend of students populating the computer information systems program and the computer crime deterrence option have shown a prevalence of students ranging in age from 25 - 28. We expect students within this demographic to continue to seek this entry-level credential as career opportunities for cybersecurity positions and transfer opportunities for attaining advance degrees will continue to increase. The program provides essential skills required to gain and to maintain employment at entry-level positions as well as a CT transfer articulation pathway.

Faculty

The proposed degree program makes use of the professional expertise and experience of the CIS department faculty, as well as the criminal justice faculty expertise. Faculty qualifications to teach CIS courses include a Master's degree in Computer Science OR Management Information Systems OR Management of Information Science OR a Master's in another closely related Technology or Engineering field. In addition, 2 to 5 years of relevant teaching experience is required. For CJ courses, Master's degree in Criminal Justice or Related Field, OR Juris Doctor. NOTE: Some criminal justice courses require particular expertise in the areas of forensic science, criminal procedures and investigation, and ethics in the criminal justice field.

The program will be assigned a coordinator. This will be an existing faculty position for a CIS faculty member for which a search is underway.

Learning Resources

- The support of this program will be continued in the NVCC tradition of offering academic support and tutoring through the Academic Center for Excellence and the Library. State-of-the-art software and smart classrooms are also in place.

Facilities

Institutional resources include existing computer labs with technology and platforms that are currently up-to-date and meet industry standards.

- Evaluation of current networking equipment / lab will be ongoing to ensure changes have been made to maintain relevance.
- Evaluation of network security software for teaching will be ongoing.

Fiscal Note

PROJECTED Enrollment	First Term Year 1 (2016-17)		First Term Year 2 (2017-18)		First Term Year 3 (2018-19)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	8	7	10	9	12
New Students *(first time matriculating)*	5	12	6	14	7	16
Continuing *(students progressing to credential)*	6	12	10	20	12	24
Headcount Enrollment	16	32	23	44	28	52
Total Estimated FTE per Year	27		38		45	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$66,455	$78,592	$97,440	$110,220	$120,995	$132,860
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$145,047		$207,660		$253,855	

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

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

STAFF REPORT ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Review of Documents:

a) The proposed degree program was reviewed and approved by NVCC's Curriculum and Educational Affairs Committee (CEAC) and approved at an All-College meeting.

b) Campus Budget and Finance
The new program will have no additional impact on the budget.

c) Campus President
The President of NVCC, Dr. Daisy Cocco De Filippis approves of the new degree program.

d) Academic Council
Academic Council approved of the new program.

e) System Office

Accreditation:

NEASC will be notified of the new degree program.

February 10, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: **NVCC**	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: **June, 2013**	
Program Characteristics Name of Program: **Cybersecurity** Degree: Title of Award *(e.g. Master of Arts)* **Associate Degree** Certificate: *(specify type and level)* **n/a** Anticipated Program Initiation Date: **Fall, 2016** Anticipated Date of First Graduation: **Spring 2018** Modality of Program: On ground Online **x** Combined If "Combined", % of fully online courses? **5-20%** Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **60**	Program Credit Distribution # Cr in General Education Courses: **31 credits** # Cr in the Field: **30 credits** # Cr of Free Electives: **n/a** # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all above)*: **61 credits** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **61 credits**
Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation Suggested CIP Code No. *(optional)* Title of CIP Code CIP Year: 2000 or 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **NVCC 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: **n/a** *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	

Institutional Contact for this Proposal: **Mitchell Holmes, Business Division Director, and Dr. Lisa Dresdner, Assoc. Dean LABSS**	Title: **Associate Dean and Division Director**	Tel.: **email: mholmes@nv.edu, 203-575-8117**

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

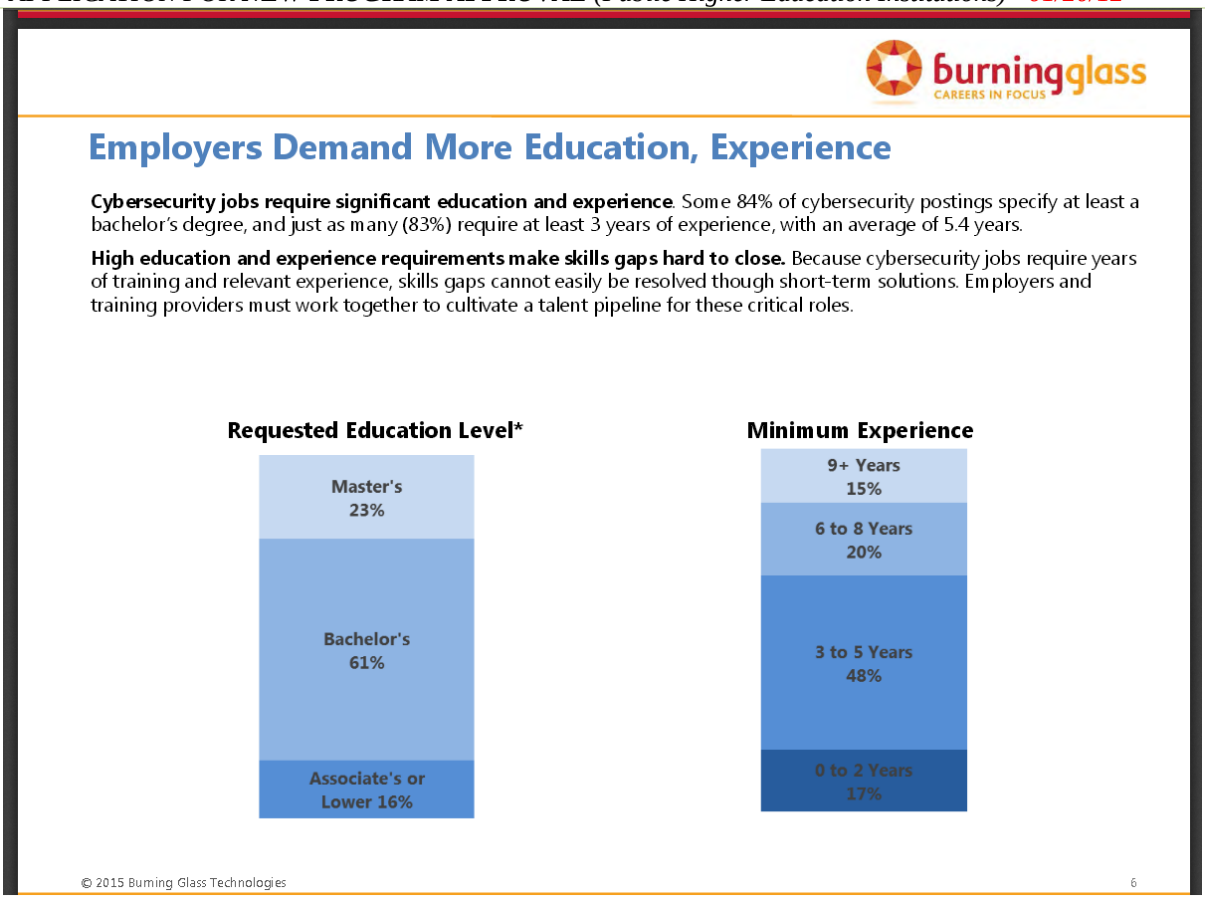
Program Description: **The program provides preparation for students to obtain entry-level positions in the field of cybersecurity and computer crime deterrence. It also provides preparation and assistance to students for successful transfer to other institutions in higher education. It provides essential skills required to gain and to maintain employment at entry level positions as computer crime investigators, computer security specialists, and federal law enforcement officers. This program combines elements of both our Criminal Justice and Computer Information Systems programs to offer students a strong grounding in understanding the investigative nature of cybersecurity in the criminal justice realm.**

Addressing Identified Needs

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

The overall outlook for Cybersecurity careers in Connecticut is strong. The Connecticut Department of Labor projects demand in Computer Science to increase by 17.4% between the years 2012 and 2022; Information Security Analysts (Cybersecurity) is projected to be up 18.6% in the same time frame.

At the Cybersecurity Industry forum that Naugatuck Valley Community College hosted last March 2015, regional demand for Cybersecurity graduates was pronounced as significant; 46 industries in the Waterbury region had openings for Information Security Specialists - students with degrees in Cybersecurity. Specifically, the Chief Information Officer at Webster Bank has 25 current openings in Cybersecurity related work at the Bank. 10% of summit participants joined the College's cybersecurity advisory board.



Source: http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

- 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 foundation of Cybersecurity is both technology and Criminal Justice based; the Cybersecurity degree is the merger of extensive experience with our faculty teaching Computer Science and Criminal Justice courses in established majors.**
  - **Computer Information Systems (CIS) program at NVCC has roots to the 1960's when the program was part of Waterbury State Technical College. Computer Science and programming classes in COBOL, C, C++ as well as foundation courses in assembler and operating systems were the cornerstone of the program. The program has changed to keep up with emerging technology, adding classes in Java, C#, and Mobile applications.**
    - **Current CIS program has 3 focus areas of expertise:**
      1. **Networking**
      2. **Programming**
      3. **MIS**
    - **Faculty expertise is in areas of network security, network management, programming, project management and database design.**
  - **Today criminal justice at NVCC has faculty with expertise from law enforcements, legal, parole, insurance security, banking security, entertainment.**

- **Criminal justice is one of the largest programs at NVCC.**

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

- **Cybersecurity will articulate a number of courses with WCSU; the program was introduced and discussed with Dr. Ann Atkinson, Associate Vice President of Academic Affairs at WSCU.**

- **This Program, when approved, will seek a TAP agreement for more comprehensive articulations.**

- **The program is also under discussion with Dr. Emily Lewis, Academic Dean, at Charter Oak State College for articulation.**

- **Discussions are underway with private colleges and universities for articulation agreements. Potential partners include: Scared Heart University, University of New Haven, and Bay Path University.**

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

  No other program at the associate level in Connecticut offers a cybersecurity degree program with a basis in computer information systems as well as criminal justice. The most similar programs are found in:

  <u>Capital Community College</u>: Associate in Science Degree Program
  Computer Networking: Cybersecurity Option and Cybersecurity Certificate

  Our unique approach of combining elements of both Criminal Justice and Computer Information Systems programs to offer students a strong grounding in understanding the investigative nature of cybersecurity in the criminal justice realm is not duplicated elsewhere in the region.

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

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

Information on the job growth on a national and regional level is substantial. All indicators show growth:

- **More than 209,000 cybersecurity jobs in the U.S. are unfilled**
- **Postings are up 74 percent over the past five years**
- **Demand for positions like information security professionals is expected to grow by 53 percent through 2018**
- **NVCC's advisory board on cybersecurity concurs with the research**

Source: Peninsula Press analysis of numbers from the Bureau of Labor Statistics.
http://peninsulapress.com/2015/03/31/cybersecurity-jobs-growth/

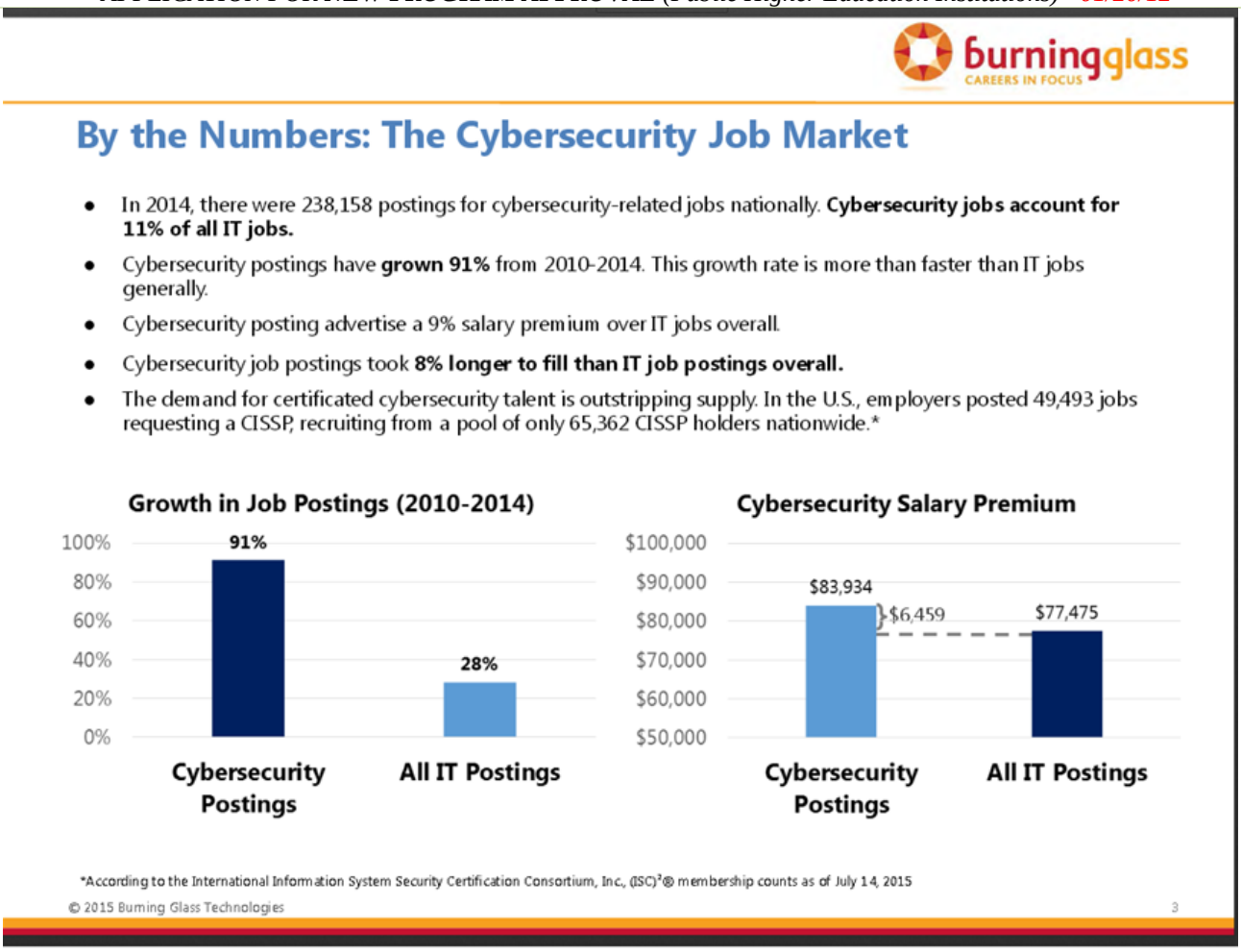
Cybersecurity industry projected to reach $120.1 billion by 2017 (Source: Markets and Markets). Cybersecurity specialists are well positioned to compete for these jobs (with Bachelors):

- **Data Security Analyst: $89K–$122K**
- **Network Security Administrator: $85K–$118K**
- **Network Architect: $95K–$137K**

Source: Bureau of Labor Statistics, Occupational Outlook Handbook, 2012–13

Source: http://www.sacredheart.edu/academics/collegeofartssciences/academicdepartments/computerscienceinformationtechnology/graduatedegreesandcertificates/ms-cybersecurity/

Source: http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf



Source: http:''burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Employment at entry level positions as computer crime investigators, computer security specialists, federal law enforcement officers, Cyber incident response team officers, intelligence and investigation are anticipated.

Cost Effectiveness and Availability of Adequate Resources:

Courses proposed for the cybersecurity program are all currently offered and the College has allocated funding for a Networking/Cybersecurity faculty member. Computer labs and technology are up to date and meet industry standards.

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

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 Associate of Science degree in Cybersecurity requires an individual with the minimum of a Master's Degree in Computer Science, Management of Information Systems OR a Master's in another closely related Technology or Engineering field. In addition, 2 to 5 years of relevant teaching experience OR a written statement of equivalent certifications and experience is regulated. The position of a full-time, tenure track faculty member has been approved by the College and the search process has begun. The faculty member will serve as the Coordinator of Cybersecurity and assume the teaching, advising and other administrative duties of a full-time faculty member.

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? **1**

What percentage of the credits in the program will they teach? **30%**

What percent of credits in the program will be taught by adjunct faculty? **70%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program? **For CIS courses, a Master's degree in Computer Science OR Management Information Systems OR Management of Information Science OR a Master's in another closely related Technology or Engineering field. In addition 2 to 5 years of relevant teaching experience. For CJ courses, Master's degree in Criminal Justice or Related Field, OR Juris Doctor, NOTE: Some courses require particular expertise in the areas of forensic science, criminal procedures and investigation, ethics in the criminal justice field.**

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

Computer labs and technology are currently up-to-date and meet industry standards.

- **Evaluation of current networking equipment / lab will be ongoing to ensure changes have been made to maintain relevance.**
- **Evaluation of network security software for teaching will be ongoing.**

Curriculum

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

Course Number and Name	L.O. # [3]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SEE BELOW						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

Naugatuck Valley Community College
Office of Academic Affairs

Associate of Science Degree in Cybersecurity

Proposed Program
Fall 2016

Degree Program Courses	Course	Title	Credits
Computer Information Systems	CST 130	Network Essentials 1	3
Computer Information Systems	CST 274	Network Security and Technology	3
Computer Information Systems	CST or CSC 120 New Course – Advanced Computer	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST or CSC or FTA 272 (Terrorism-First Responders)	Any Programming, Operating Systems, Networking or Database class	3
Computer Information Systems	CST 273	Security Management Practices	3
Computer Information Systems/Criminal Justice	PSY 217	Psychology of Criminal Behavior	3
Criminal Justice	CJS 101	Introduction To Criminal Justice	3
Criminal Justice	CJS 224	Computer Crimes	3

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

Criminal Justice	CJS 234	Computer Security & Data Protection	3
Criminal Justice	CJS 235	Information Warfare and Security	3
General Education Component			
Written Communication	ENG 101	Composition	3
Written Communication	Any Listed		3
Written Communication	Met with Aesthetic Dimensions class		-
Aesthetic Dimensions	Any Listed		3
Continuing Learning/Information Literacy	CSC101	Introduction To Computers	3
Critical Analysis/Logical Thinking	Met with ENG 101		-
Ethical Dimensions	MetwithCSC101		-
Historical Knowledge	BBG 231	Business Law I	3
Oral Communication	Any Listed		3
Quantitative Reasoning	MAT167	Principles Of Statistics	3
Scientific Knowledge	Any Listed		4
Scientific Reasoning	CSC252	Information Systems Project Management	3
Social Phenomena	PSY 111	General Psychology I	3
TOTALPROGRAM			61

Program Description: **The program provides preparation for students to obtain entry-level positions in the field of computer crime deterrence/cybersecurity. It also provides preparation and assistance to students for successful transfer to other institutions in higher education. It provides essential skills required to gain and to maintain employment at entry level positions as federal law enforcement officers, computer crime investigators, computer security specialists, and more.**

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

Program Outline: The Cybersecurity degree is the merger of computer science and criminal justice: computer crime deterrence option and is 61 credits in total, including 31 credits from NVCC General Education Core Curriculum. The remainder 30 credits of study areas are program specific in the following areas:

- **Computer Information Systems (CSC and CST)**
- **Criminal Justice/Public Safety (CJS)**

The existing Computer Crime Deterrence Certificate program in CJ (15 credits) is complementary to this new degree program, and offers a stackable certificate option leading to the Associate degree.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 01/20/12*

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Sandra Eddy	**Babson, MBA**	**Project Management, Systems Integration, Business Analysis, Finance, Operations Management & Economics**	**Department Chair, Associate Professor**
Joseph Ward	**University of New Haven, MA**	**Criminal Justice**	**Department Chair, Full Professor**
To be Hired – posted – active search	**Master's Degree in Computer Science, Management of Information Systems or a Master's in another closely related Technology or Engineering field.**	**In addition, two to five years of relevant teaching experience or a written statement of equivalent certifications and experience.**	**FT Faculty, Coordinator**

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution **NVCC** *Date* **9-Dec-15**

Proposed Program **Cybersecurity**

PROJECTED Enrollment	First Term Year 1 (2016-17)		First Term Year 2 (2017-18)		First Term Year 3 (2018-19)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	5	8	7	10	9	12
New Students *(first time matriculating)*	5	12	6	14	7	16
Continuing *(students progressing to credential)*	6	12	10	20	12	24
Headcount Enrollment	16	32	23	44	28	52
Total Estimated FTE per Year	27		38		45	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$66,455	$78,592	$97,440	$110,220	$120,995	$132,860
Program-Specific Fees						
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	$145,047		$207,660		$253,855	

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

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

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

Please provide any necessary annotations:

- tuition and fees estimated at 2% increase each year
- PT tuition based on average credits fall 2015 (7)

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

A New Program

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Accounting leading to a Master of Science degree (MS) at Central Connecticut State University.

A True Copy:

_____

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

ITEM

Proposed Masters of Science in Accounting Program at Central Connecticut State University

Summary:

Generally. The Master of Science in Accounting will provide students with in-depth working knowledge of advanced accounting issues and emerging technologies that are most relevant in today's business environment. Graduates will be able to succeed in a wide range of professional accounting careers in public accounting, industry, and government in today's highly competitive, global, and regulated environment. In addition, this program will prepare students to meet the state's 150-credit education requirement for licensure as a Certified Public Accountant.

Cohort-Based Full- or Part-time. The Masters of Science in Accounting program will be a program requiring 30 credits to complete. This program includes six required courses and four elective courses. Full-time students may complete the program in one calendar year by attending classes during the fall, spring, and summer semesters. Part time students may complete the program in eighteen months by attending two courses each semester for five consecutive semesters.

Fit with Institutional Mission. The Master of Science in Accounting program will be consistent with the University's mission by preparing accounting students to be thoughtful, responsible and successful professionals. The Master of Science in Accounting program will support the University's vision of graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities and to their profession.

Fit with School of Business. The Master of Science in Accounting program will be consistent with the CCSU School of Business mission to prepare learners for successful professional futures and support economic development in our Central Connecticut community. The Master of Science in Accounting program will be an impactful, innovative educational program that will embrace diversity and cultivate leadership, integrity, and global citizenship.

Need for the Program

Growth prospects for Accountants in the State are Excellent. Connecticut Department of Labor employment projects exceptional employment growth for accountants and auditors, with growth of 11.4% for years 2012 - 2022. Projections estimate that '[e]mployment in this occupation is expected to grow faster than average, and the number of annual openings will offer excellent job opportunities."[1]

Overall Demand for Accounting Graduates Nationwide is Strong, Especially with Masters Degrees. Recent data published by the American Institute of Certified Public Accountants (AICPA) indicates that total demand for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired.

Same or Increased Hiring Forecasted by 91% of Firms. 91 percent of CPA firms reported that they expect to hire at the same or an increased level in the following year.

Forecasted Growth in Employment for Accountants and Auditors at 13%. The Bureau of Labor Statistics 2014-2015 Occupational Outlook Handbook forecasts that employment of accountants and auditors is expected to grow 13% from 2012 to 2022, representing an additional 166,700 jobs nationwide.

[1] Connecticut Jobs & Career ConneCTion – Accountants and Auditors, *Available at:* http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=132011.

Largest Firms Require 150 Credits for Employment. At the same time, larger firms, specifically Big Four firms strongly prefer to hire graduates with 150 credits, which generally involves a graduate degree.

As a Result of the Above. Enrollment in accounting programs is anticipated to rise nationwide, with stronger growth forecast in master's degree programs,

More Than Half of Current CT CPAs are Nearing Retirement. The Connecticut Society of Certified Public Accountants (CSCPA) with approximately 6,000 members, reports that according to a survey taken in 2011, approximately 55% of the CSCPA members were at that time age 50 or older.

Similar Programs Existing in Other CSU Institutions. Presently, Masters of Science in Accounting programs exist at the University of Connecticut (UConn) and at Eastern Connecticut State University (ECSU). UConn offers a full- or part-time 30-credit program which is AACSB accredited and draws up to 200 students each year; ECSU recently launched a part-time 30-credit program.

Substantial Growth in CT CPAs is Indicated. Substantial growth in the number of CPA candidates, as well as growth in Masters of Science in Accounting programs to help those candidates meet the education requirement for licensure in the state, is indicated.

Currently there is insufficient capacity for development of Masters in Accounting Graduates in CT. Due to the anticipated growth and demand for trained accountants in the state, presently there are insufficient graduate accounting programs in Connecticut public universities. We believe there is room for growth in MS Accounting programs among the CSCU. We believe that, similar to the MBA at CCSU, this program will draw students from the greater Hartford area. We do not believe that we will compete significantly with either UConn or ECSU for students.

Curriculum (Overall Learning Goal/Principal Learning Outcome for the Program)

Overall Learning Goal: Information Literacy. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning, and it is the primary learning outcome for the program. Information literacy extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

Learning Outcomes. Learning Outcomes which support the principal outcome of Information Literacy include: Accounting Knowledge, Inquiry and Analysis, Quantitative Literacy, and Ethical Reasoning, the last three of which are outlined in rubrics endorsed by the American Association for Higher Education and the Council of Independent Colleges. These learning outcomes are inherent in each of the required and elective courses of the curriculum; assessments are scheduled in appropriate core courses.

Students

Increased Demand for Accounting Graduates Nationwide, Especially with Masters Degrees. Recent data published in the 2015 Trends Report[2] by the American Institute of Certified Public Accountants (AICPA)[3] indicates that total demand

[2] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, (August 2015) Available at: http://www.aicpa.org/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2015-trendsreport.pdf (Accessed October 12, 2015).

[3] The AICPA is the national professional organization of certified public accountants, with more than 400,000 members in 145 countries in business and industry, public practice, government, education, student affiliates and international associates. It sets ethical standards for the profession and U.S. auditing standards for audits of private companies, non-profit organizations, federal,

for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired. For instance, demand in 2014, the most recently surveyed year, reflected nationwide demand of 18,321 master's hires, an increase of 11% over 2012 demand of 16,557. This, compared to 2014 demand of 24,931 bachelor's hires, which represents a 5% increase over 2012 numbers of 23,793.[4]

Portion of Accounting Bachelors Graduates Seeking Masters Degrees is Forecasted to Increase. Growth in accounting enrollments is particularly notable at the master's degree level. In 2013-14, master's degree enrollments rose 19% over the 2012-13 academic year, while bachelor's degree enrollments increased by 3%. Moreover, the number of master's graduates rose by nearly one-third (31%), while the number of bachelor's graduates dropped 11%. Joanne Fiore, AICPA vice president of professional media, pathways and inclusion is quoted as saying:

> There has been a growing trend of specialization in the profession, as well as a higher level of performance expected for today's entry-level CPAs. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.[5]

CCSU Student Survey September 2015. Currently, CCSU graduates approximately 120 to 130 accounting majors each year. Based on the results of a student survey conducted in September 2015, approximately 43 students are anticipated to begin the program each Fall semester. Approximately 60% or 25, will attend on a full-time basis, with the remaining 40% or 18 students attending part time at two courses per semester. Graduates of the program are projected to be 22 for Summer 2017, 39 in Spring/Summer 2018, and 39 in Spring/Summer 2019.

Faculty

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

Courses taught by existing accounting faculty. Most courses will be taught by existing full time accounting faculty. Some sections will be taught by experienced practitioners, consistent with best practices at all top business schools and meeting the requirements of AACSB accreditation. One new full-time faculty member will be needed.

state and local governments. It also develops and grades the Uniform CPA Examination. The AICPA's founding defined accountancy as a profession characterized by educational requirements, professional standards, a code of professional ethics, and alignment with the public interest.

[4] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, *Supra.*

[5] *Id.*

Learning Resources

The current learning resources available to the School of Business at CCSU are adequate for the Master of Science in Accounting Program. Online teaching software and Quality Matters training for faculty, along with online portfolio software for master's candidates will be needed.

Facilities

The current facilities available to the School of Business are adequate to meet the needs of the Master of Science in Accounting program.

Fiscal Note

Revenues for academic year 2016 -2017 are projected to be $517K and expenses are projected to be $232K, for net contribution to overhead of $285K for the academic year. Revenues for academic years 2017 -2018 and 2018 – 2019 are projected to be $641K and $695K respectively; and expenses are projected to be $243K and $248K respectively, for net contribution to overhead of $398K and $447K for those academic years.

Review of Documents:

Concept Paper. The Concept Paper for the Master of Science in Accounting program was approved by the Academic Council on December 16, 2015.

On-Campus Approvals. The program has been unanimously approved by the Accounting Department and the School of Business Faculty Assembly. Approval by the Faculty Curriculum Committee is presently in process.

Accreditation:

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. Other than the University of Connecticut, CCSU is the only four-year comprehensive public university in Connecticut to receive this accreditation, placing CCSU among only five percent of the more than 12,000 institutions of higher learning that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

February 10, 2016 – Academic Council
March 8, 2016 – BOR-Academic and Student Affairs Committee
March 17, 2016 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

*APPLICATION FOR **NEW PROGRAM APPROVAL** (Public Higher Education Institutions) - 01/20/12*

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Master of Science in Accounting Degree: Title of Award *(e.g. Master of Arts)* Master of Science Certificate: *(specify type and level)* Anticipated Program Initiation Date: Fall 2016 Anticipated Date of First Graduation: Spring 2017 Modality of Program: X On ground X Online X Combined If "Combined", % of fully online courses? Approx 17% online Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 30 Credits	Program Credit Distribution # Cr in Program Core Courses: 18 Credits # Cr of Electives in the Field: 12 Credits # Cr of Free Electives: Not applicable # Cr Special Requirements *(include internship, etc.):* Total # Cr in the Program *(sum of all #Cr above)*: **30** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9 Credit of Program Core Courses are elective courses in the current Masters of Business Administration program at this school: AC 507 Advanced Accounting AC 524 Accounting for Non-Profit Institutions AC 544 Financial Statement Analysis and Valuation
Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation Suggested CIP Code No. *(optional)* Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Not Applicable CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB Renewal 2017 • If program prepares graduates eligibility to state/professional license, please identify: This program helps prepare students who have a B.S. in Accounting to meet the CT 150-credit education requirement to become a Certified Public Accountant *(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. Kenneth Colwell	Title: Dean of School of Business Tel.: 860-832-3209 e-mail: Colwell@ccsu.edu

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

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

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

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

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Master of Science in Accounting will provide students with in-depth, working knowledge of advanced accounting issues and emerging technologies that are most relevant in today's business environment. Students will be able to succeed in a wide range of professional accounting careers in public accounting, industry, and government in today's highly competitive, global, and regulated environment.

The Masters of Science in Accounting program will be a one-year program requiring 30 credits to complete. This program includes six (6) required courses and four (4) elective courses. Full-time students may complete the program in one calendar year by attending classes during the fall, spring, and summer semesters. Part time students may complete the program in eighteen months by carrying two courses each semester for five consecutive semesters. The first class will begin with the Fall 2016 semester. Three required and three elective courses will be offered in each fall and spring semester; only elective courses will be offered in the summer session. Fall and spring semester courses will be delivered on a hybrid or on-ground basis; summer courses will be delivered using a mix of hybrid and online.

Fit with Institutional Mission. The Master of Science in Accounting program will be consistent with the University's mission by preparing accounting students to be thoughtful, responsible and successful professionals. The Master of Science in Accounting program will support the University's vision of graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities and to their profession.

Fit with School of Business. The Master of Science in Accounting program will be consistent with the CCSU School of Business mission to prepare learners for successful professional futures and support economic development in our Central Connecticut community. The Master of Science in Accounting program will be an impactful, innovative educational program that will embrace diversity and cultivate leadership, integrity, and global citizenship.

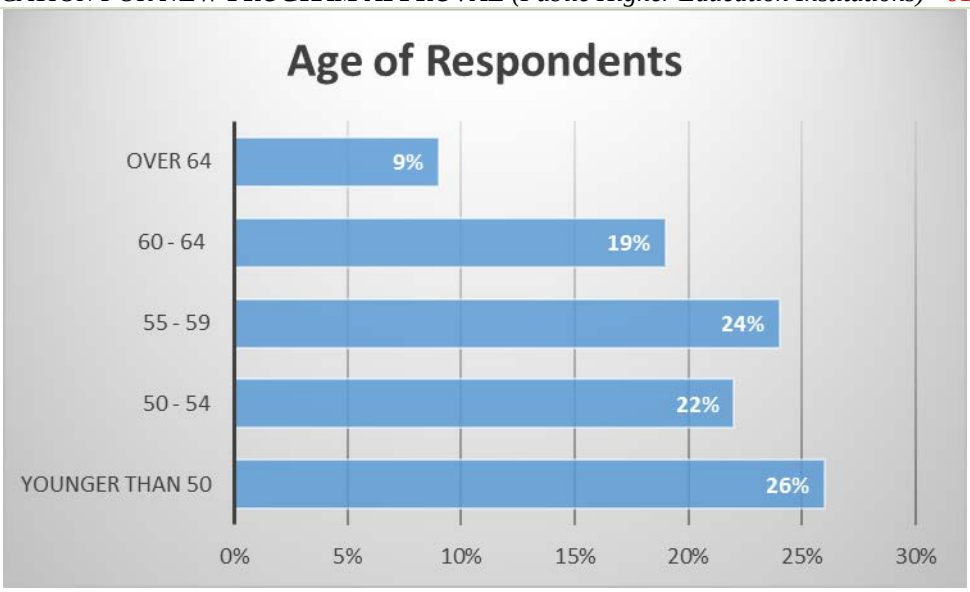
Addressing Identified Needs

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

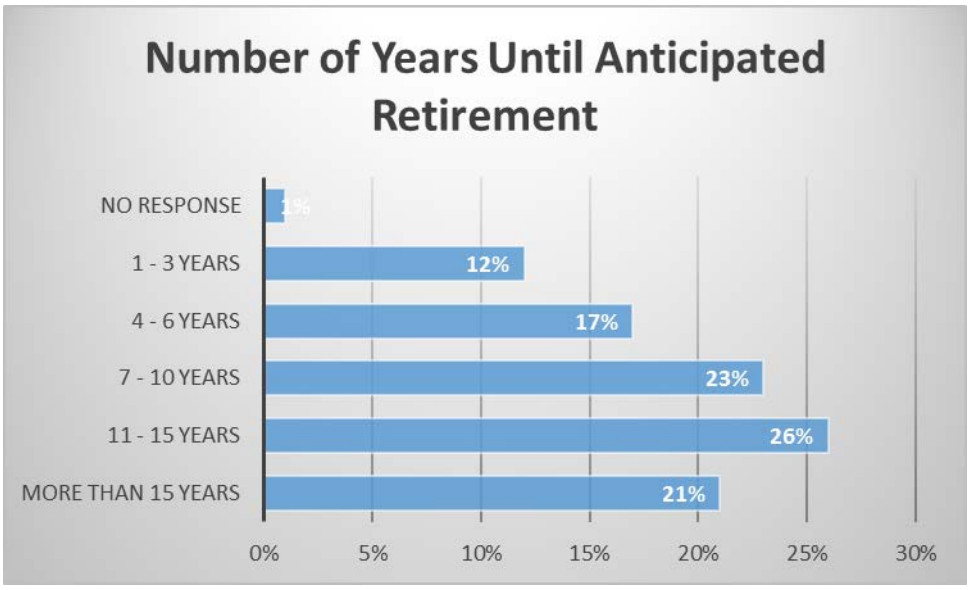
Growth prospects in the state are excellent. Connecticut Department of Labor employment projections show employment for accountants and auditors to grow 11.4% during for the years 2012 – 2022.[2] Projections estimate that "[e]mployment in this occupation is expected to grow faster than average, and the number of annual openings will offer excellent job opportunities."[3]

More than half of CT CPAs are a decade or less from retirement. Additionally a 2011 survey by the Connecticut Society of Certified Public Accountants (CSCPA),[4] the professional membership association for CPAs in the State of Connecticut, reports that approximately 55% of the CSCPA members were at that time age 50 or older. The CSCPA has approximately 6,000 members in public practice, business and industry, government, and education, and 1,619 members responded to the survey. Of these respondents, 26% were younger than 50, 22% were age 50 – 54, 24% were age 55 – 59, 19% were age 60 – 64, and 9% were over 64.

[2] Connecticut Department of Labor – Labor Market Information, *Available at:* http://www1.ctdol.state.ct.us/lmi/projections.asp.
[3] Connecticut Jobs & Career ConneCTion – Accountants and Auditors, *Available at:* http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=132011.
[4] Weaver, P., and Kulesza, M. *Succession Planning for CPA Firm Owners*, CSCPA (2011). *Available at:* http://www.ctcpas.org/Content/Files/Pdfs/Succession%20Survey%20Report%20Final.pdf



Of these respondents, 12% indicated that they plan to retire within 1 to 3 years, 17% will retire in 4 to 6 years, 23% would retire in 7 to 10 years, 26% would retire in 11 – 15 years, and 21% would retire in more than 15 years. As a result, 52% would retire within ten years or less.



Substantial growth in CT CPAs is indicated. Given the forecast of greater than average growth anticipated for the profession in this state during the ten year period 2012 – 2022, paired with the forecast that (as of 2011) 52% of Connecticut CPAs planned to retire within ten years or less, it would seem that substantial growth in the number of CPA candidates, as well as growth in Masters of Science in Accounting programs to help those candidates meet the education requirement for licensure in the state, is indicated.

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

CCSU School of Business is AACSB accredited. In October 2013, the School of Business at Central Connecticut State University earned the prestigious AACSB accreditation. Other than the University of Connecticut, CCSU is the only four-year

comprehensive public university in Connecticut to receive this accreditation, placing CCSU among only five percent of the more than 12,000 institutions of higher learning that offer business programs to be accredited by the AACSB. This is a testimony by peer institutions that CCSU offers high-quality business programs that are in alignment with the AACSB's rigorous business accreditation standards.

Successful launch of MBA at CCSU in 2014. In 2014, the School of Business successfully reinstituted its MBA program, and has highly accredited faculty with which to staff most courses in this program. Accounting course electives in the existing MBA program will provide synergies with the addition of the MSA program, allowing for optimal class sizes, *yet the MSA program will be distinctive by preparing candidates with accounting technical knowledge and skills specifically required for success on the CPA exam and as newly licensed CPAs.*

Location and ease of access make CCSU an ideal location. CCSU's location in the state and high accessibility by highway currently draws students from central Connecticut for the undergraduate accounting program and it is anticipated that masters' classes will be populated primarily by students from CCSU and other nearby schools. Accounting majors who currently live on campus may wish to continue doing so through their fifth year.

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

  None

Please indicate what similar programs exist in other institutions within your constituent unit [5], and how unnecessary duplication is being avoided

Presently, Masters of Science in Accounting programs exist at two of our constituent units: University of Connecticut, and Eastern Connecticut State University. Due to the anticipated growth and demand for trained accountants in the state, there are insufficient graduate accounting programs in Connecticut public universities. We believe there is room for growth in MS Accounting programs among the CSCU.

UConn. The University of Connecticut offers a full- or part-time 30-credit an AACSB-accredited online, asynchronous Masters of Science in Accounting program.[6] The program draws up to 200 students each year. Average GPA and GMAT scores of candidates accepted to the program are 3.5 and 565, respectively, with tuition and fees at $825 per credit hour. The proposed CCSU program is blended, will accept students with lower qualifications, and is significantly lower priced. We do not believe that we will compete significantly with UConn for students.

ECSU. Eastern Connecticut State University recently launched a part-time 30-credit program that is not AACSB accredited.[7] It offers evening, weekend, and online courses. For the Fall 2015 and Spring 2016 semesters, three courses are offered each semester. As of the Fall 2015 semester, the program has drawn fewer than 10 students; course offerings were taught entirely by adjunct faculty. The proposed CCSU program will be AACSB-accredited, and will be taught primarily by our 15 full time Accounting faculty. We anticipate that most of the students in the program will be drawn from our over 500 undergraduate Accounting majors and other working professionals in the Greater Hartford area. We do not believe we will compete significantly with ECSU for students.

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

[5] Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut
[6] http://www.business.uconn.edu/2015/01/14/u-s-news-rates-uconns-online-ms-in-accounting-program-as-3-in-nation/
[7] http://www1.easternct.edu/business/accountingms/

Overall Demand for Accounting Graduates Nationwide, Especially with Masters Degrees. Recent data published in the Trends Report[8] by the American Institute of Certified Public Accountants (AICPA)[9] indicates that total demand for accounting graduates has increased in recent years, with a majority of the increase coming from masters hired. For instance, demand in 2014, the most recently surveyed year, reflected nationwide demand of 18,321 master's hires, an increase of 11% over 2012 demand of 16,557. This, compared to 2014 demand of 24,931 bachelor's hires, represents a 5% increase over 2012 numbers of 23,793.[10]

Same or Increased Hiring Forecasted by 91% of Firms. Additionally, 91 percent of CPA firms reported that they expect to hire at the same or an increased level in the following year. Larger firms are particularly optimistic about future hiring levels. All firms employing more than 200 CPAs reported their hiring will either increase or stay the same in the next year, indicating that job prospects for current enrollees in accounting programs, as well as recent graduates, remains extremely bright.[11]

Finding and Retaining Qualified Staff are Top Concerns for Firms. In fact, the recent AICPA Private Companies Practice Section (PCPS) released the results of its biennial CPA Firm Top Issues Survey earlier this year. In 2015, finding and retaining qualified staff has emerged as the top two concerns for all firm sizes except sole practitioners.[12]

Forecasted Growth in Employment for Accountants and Auditors at 13%. In addition to the Trends report, the Bureau of Labor Statistics (BLS) 2014-2015 Occupational Outlook Handbook found that employment of accountants and auditors is expected to grow 13% from 2012 to 2022, representing an additional 166,700 jobs nationwide. The BLS Handbook notes that many accountants become CPAs to enhance their job prospects and gain clients, and that some employers prefer to hire applicants with a master's degree, which aligns with the findings of the AICPA Trends report.

Largest Firms Require 150 Credits for Employment. At the same time, larger firms, specifically Big Four firms (Deloitte, E&Y, KPMG, and PWC), in addition to McGladrey, Grant Thorton, CohnReznick, Crowe Horwath, and Marcum (all of which have one or more offices located in Connecticut) strongly prefer to hire graduates with 150 credits, which generally involves a graduate degree.

Planned Changes to the CPA Exam Will Require Higher-Order Thinking Skills than in the Past. Earlier this year, the AICPA released its *Exposure Draft: Maintaining the Relevance of the Uniform CPA Examination*[13] to reveal planned changes to the CPA exam beginning in 2017. In the Executive Summary of that document, the draft

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[8] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, (August 2015) Available at: http://www.aicpa.org/interestareas/accountingeducation/newsandpublications/downloadabledocuments/2015-trendsreport.pdf (Accessed October 12, 2015).

[9] The AICPA is the national professional organization of certified public accountants, with more than 400,000 members in 145 countries in business and industry, public practice, government, education, student affiliates and international associates. It sets ethical standards for the profession and U.S. auditing standards for audits of private companies, non-profit organizations, federal, state and local governments. It also develops and grades the Uniform CPA Examination. The AICPA's founding defined accountancy as a profession characterized by educational requirements, professional standards, a code of professional ethics, and alignment with the public interest.

[10] 2015 Trends in the Supply of Accounting Graduates and the Demand for Public Accounting Recruits, AICPA, *Supra.*

[11] AICPA Trends Report finds Accounting Enrollments Reach an All-Time High, (August 17, 2015), James Schiavone, AICPA. Available at: http://blog.aicpa.org/2015/08/aicpa-trends-report-finds-accounting-enrollments-reach-an-all-time-high.html#sthash.dqVQzBBP.dpbs (Accessed October 12, 2015).

[12] "How to Win the Game of Talent," Drew, J., *Journal of Accountancy,* AICPA, October 2015. P 29.

[13] "Exposure Draft: Maintaining the Relevance of the Uniform CPA Examination," AICPA, September 2015. *Available at* https://www.aicpa.org/press/pressreleases/2015/pages/aicpa-exposure-draft-next-cpa-exam.aspx.

states:

> Ongoing changes in the business world and advancements in technology have impacted the accounting profession and affected the required knowledge, skills and professional responsibilities of newly licensed Certified Public Accountants (CPAs). Those professionals are required to perform more advanced tasks and contribute to increasingly complex projects earlier in their accounting careers. Professional content knowledge remains fundamental to protecting the public interest, but newly licensed CPAs must also possess:
>
> - Higher-order cognitive skills, including critical thinking, problem solving and analytical ability, as well as professional skepticism
> - A thorough understanding of professional and ethical responsibilities
> - A strong understanding of business environment and processes
> - Effective communication skills

Changes to the CPA Exam Align More Closely to Professional Requirements. Research by the AICPA demonstrated that the profession supports the initiative to make meaningful changes to the Exam, to operationalize the testing of higher order skills to align more closely with the types of tasks regularly performed by newly licenses CPAs.[14]

Students are Rising to the Challenge Nationwide. In response to increased expectations in the profession, students are responding to increased demands of the profession. Joanne Fiore, AICPA vice president of professional media, pathways and inclusion is quoted as saying:

> We saw the increase in the number of students graduating with master's degrees translating directly into increased hiring of those candidates by firms. The growing trend of specialization in the profession combined with a higher level of performance expected for today's entry level CPAs has sent a strong message. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.[15]

Enrollment in Accounting Programs Anticipated to Rise. Additionally, the Trends report indicates that enrollment in accounting programs has also reached record highs in 2013-14. More than 253,000 students enrolled in accounting at all levels, 5% more than in 2012-13. Universities nationwide expect this trend will continue: 97% of bachelor's programs and 70% of master's programs anticipate that enrollment will be higher than in 2013-14.[16]

Stronger Growth Forecast in Masters Degree Programs. Growth in accounting enrollments is particularly notable at the master's degree level. In 2013-14, master's degree enrollments rose 19% over the 2012-13 academic year, while bachelor's degree enrollments increased by 3%. Moreover, the number of master's graduates rose by nearly one-third (31%), while the number of bachelor's graduates dropped 11%. Ms. Fiore also said:

> There has been a growing trend of specialization in the profession, as well as a higher level of performance expected for today's entry-level CPAs. Accounting students have responded to that marketplace demand by increasingly earning master's degrees and developing specialized skills to complement their strong technical base before they enter the profession.[17]

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[14] *Id.*
[15] "How to Win the Game of Talent," Drew, J., *supra.*
[16] "Hiring at Public Accounting Firms Hits All-Time High," Courtney L. Vien, *Journal of Accountancy,* AICPA, October 2015. P 25-27.
[17] *Id.*

Cost Effectiveness and Availability of Adequate Resources

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

Based on the results of a student survey conducted in September 2015, classes of approximately 43 students are anticipated to begin the program each Fall semester. Of the 43 students, approximately 60% or 25, will attend on a full-time basis, with the remaining 40% or 18 students attending part time at two courses per semester. The estimated attrition rate is 10% after the first semester, which is the experience rate in the present CCSU MBA program.

Graduates of the program are projected to be 22 for Summer 2017, 39 in Spring/Summer 2018, and 39 in Spring 2019.

Revenues for academic year 2016 -2017 are projected to be $517K and expenses are projected to be $232K, for net contribution to overhead of $285K for the academic year. Revenues for academic years 2017 -2018 and 2018 – 2019 are projected to be $641K and $695K respectively; and expenses are projected to be $243K and $248K respectively, for net contribution to overhead of $398K and $447K for those academic years.

Revenue projections include a registration fee of $65 per part time registrant each semester, and a technology fee of $250 per semester for all students to cover the cost of data resources, administrative support, and program support.[18] Revenue projections do not yet include contribution from the State of Connecticut for full-time state residents.

Expenses include one new full-time faculty placement, one-half time for a program director and one-fourth time for administrative assistance. Expenses also include the cost of adjuncts who will be hired to replace full time faculty who are re-deployed to the MS program. Additionally, a budget of $25K is budgeted for advertising the program for all three years, and $2K each has been budgeted for online teaching software for faculty and online portfolio software for students.

[18] See request narrative for additional details regarding the technology fee.

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)*

Overall Learning Goal/Principal Learning Outcome for the Program:

Information Literacy. Information literacy initiates, sustains, and extends lifelong learning.[19] It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. Information literacy is an intellectual framework for understanding, finding, evaluating, and using information – activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reading. A graduate with information literacy will have acquired the abilities to:

1. Determine the extent of information needed *(Inquiry and Analysis);*
2. Access the needed information effectively and efficiently *(Quantitative Literacy);*
3. Evaluate information and its sources critically *(Inquiry and Analysis);*
4. Incorporate selected information into one's own knowledge base *(Integrative Learning);*
5. Use information effectively to accomplish a specific purpose *(Quantitative Literacy);*
6. Understand the economic, legal, and social issues surrounding the use of information*;*
7. Access and use the information ethically and legally *(Ethical Reasoning); and*
8. Communicate findings to stakeholders in an effective and efficient manner *(Quantitative Literacy).*

Information literacy extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

1. *Accounting Knowledge.* Students will be able to demonstrate an understanding of advanced accounting issues and theories, and be able to use technologies for financial decisions and reporting. A graduate will be able to interpret and apply accounting standards to solve complex business problems.
    a. *AK1. Assessment in AC 507 – Advanced Financial Accounting (Lim)*

2. *Inquiry and Analysis.* Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. A graduate will have developed the inquiry skills to break down complex topics or issues into parts to gain a better understanding of them.
    a. *IA1. Assessment in NEW COURSE – Taxation of Business Entities (Durant)*

3. *Quantitative Literacy.* Quantitative Learning, also known as numeracy or quantitative reasoning is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong quantitative literacy skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts. A graduate will have acquired the ability to understand and create sophisticated arguments supported by quantitative evidence and clearly communicate those arguments in a variety of formats such as words, tables, and graphs.
    a. *QL1. Assessment in NEW COURSE – Advanced Assurance Services (Auditing) (NEW HIRE)*

4. *Ethical Reasoning.* Ethical reasoning is reasoning about right and wrong human conduct, requiring students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of

[19] *Information Literacy Competency Standards for Higher Education,* endorsed by the American Association for Higher Education (October 1999) and the Council of Independent Colleges (February 2004), available at http://www.ala.org/acrl/standards/informationliteracycompetency.

settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. A graduate's ethical self-identity will evolve as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

a. ***ER1.** Assessment in NEW COURSE – Financial Accounting Standards (Lim)*

Please see the following matrix of Program courses with mapping to Learning Outcomes. Items marked with a larger and bolded "XX" indicate formal assessments are planned.

COURSE NO.	COURSE TITLES	CREDITS	CORE/ ELECTIVE	INSTRUCTOR	SEMESTER	ACCOUNTING KNOWLEDGE	INQUIRY AND ANALYSIS	QUANTITATIVE LITERACY	ETHICAL REASONING
REQUIRED COURSES									
AC 507	Advanced Financial Accounting	3	Core	LIM	Fall	XX	X	X	X
AC 524	Non-Profit Accounting	3	Core	RASIMAS	Fall	X	X	X	X
AC 544	Financial Statement Analysis	3	Core	McCARTHY	Fall	X	X	X	X
New Course	Advanced Assurance Services (Auditing)	3	Core	NEW HIRE	Spring	X	X	XX	X
New Course	Financial Accounting Standards	3	Core	LIM	Spring	X	X	X	XX
New Course	Taxation of Business Entities	3	Core	DURANT	Spring	X	XX	X	X
ELECTIVE COURSES									
AC 520	Managerial Analysis & Cost Control	3	Elective	KAYMAZ	TBA	X	X	X	X
AC 521	Accounting for Lean Enterprises	3	Elective	GRASSO	TBA	X	X	X	X
AC 540	Global Financial Reporting & Analysis	3	Elective	KAYMAZ	TBA	X	X	X	X
AC 542	Tax Issues in Business Decisions	3	Elective	DURANT	TBA	X	X	X	X
AC 546	Advanced Forensic Accounting	3	Elective	NAGPAL	TBA	X	X	X	X
AC 548	Contemporary Accounting Topics	3	Elective	TBA	TBA	X			
AC 531	Accounting Information and Decision Making	3	Elective	BELL	TBA	X	X	X	X
FIN 531	Corporate Finance	3	Elective	FINANCE DEPT	TBA			X	X
BUS 540	Business Intelligence and Analytics	3	Elective	MIS DEPT	TBA		X	X	

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)*
Administration/Faculty Member qualified as Program Director for the MS in Accounting program: (1) tenured full-time faculty member with history of successful teaching and student engagement, (2) a strong interest in the success of the program, (3) who will also actively teach in the program. Identified faculty member is Monique Durant, JD, CPA, LLM; assigned FTE load of administrative responsibilities to be determined.

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? One

What percentage of the credits in the program will they teach? 10 – 20%

What percent of credits in the program will be taught by adjunct faculty? 10%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program Certified Public Accountant with Master's Degree and extensive work 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 Cost Analysis Projection sheet for BOR review)*

1. Classroom space - Computer Rooms (Vance Academic Center):
   - Fall 2016, Fall 2017, Fall 2018 – 9 sections each semester for 1.5 hours per week (hybrid classes)
   - Spring 2017, 2018, 2019 – 9 sections each semester for 1.5 hours per week (hybrid classes)
   - Summer 2017, 2018, 2019 – 5 to 6 sections for 1.5 hours per week (hybrid classes) [additional 4 to 6 sections will run online]
   - Fall and Spring semesters – one smart room (i.e., Vance 204 or Vance 105) 4 hours per week for Becker CPA Review Add-On classes, explained in Program Outline, below.
   - Summer semester – one smart room (i.e., Vance 205 or Vance 105) 8 hours per week (three weeks) for Becker CPA

Review Add-On classes.

2. Online teaching software – Licenses/Renewals/Upgrades each year for MS program faculty. Estimated cost $2K/year.
3. Online Portfolio Software (Task Stream, etc.) – Licenses for MS candidates and faculty. Estimated cost $2.4K per year.
4. Advertising/Promotion for MS program – Online and social media advertising for student recruitment. Estimated cost $25K/year.

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. # [20]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
1. AC 507 Advanced Financial Accounting[21]	LO1	B.S. in Accounting	3			
2. AC 524 Non-Profit Accounting		As Above	3			
3. AC 544 Financial Statement Analysis		As Above	3			
4. AC 545 Advanced Assurance Services (New)	LO3	As Above	3			
5. AC 550 Financial Accounting Standards (New)	LO4	As Above	3			
6. AC 552 Taxation of Business Entities (New)	LO2	As Above	3			
Core Course Prerequisites				Elective Courses in the Field		
				AC 520 Managerial Analysis and Control		3
				AC 521 Accounting for Lean Enterprises		3
				AC 540 Global Financial Reporting and Analysis		3
				AC 542 Tax Issues for Business Decisions		3
				AC 546 Advanced Forensic Accounting		3
				AC 548 Contemporary Accounting Topics		3
				AC 531 Accounting Information and Decision Making		3
				FIN 531 Corporate Finance		3
				BUS 540 Business Intelligence and Analytics		3
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

[21] As indicated in the Learning Objective Matrix above in Section 3 – Learning Objectives *above*, virtually all courses *map* to the four learning objectives outlined; the learning objectives indicated in this Curriculum section indicate where those learning objectives will be *assessed*.

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

CHARACTERISTICS	MS IN ACCOUNTING PROGRAM
1. Total Number of Credits	30 Credits
2. No. of Prerequisite Credits	
3. No. of Core Course Credits	18
4. No. of Elective/ Specialization Credits	12
5. Theme(s)	Financial Accounting, Auditing/Assurance, and Taxation
6. Caliber of Core Courses	Accounting technical courses specifically geared for success on the Certified Public Accountancy exam, particularly with regard to forecasted changes to the CPA exam in 2017 and beyond. Emphasis on information literacy and lifelong learning in preparation for professional success.
7. Delivery Method	Hybrid, learner-involved, and deep learning interaction between professors and students as well as student to student. Flexible times and delivery methods to accommodate working professionals, with hybrid and online delivery; class times will include evening and weekend hours.
8. Admissions Requirements	Minimum undergraduate GPA 3.0 (overall and in major); automatic acceptance (no application or GMAT/GRE required) into fifth-year MS in Accounting for CCSU students with overall and major GPA of 3.0 or better.[22] GMAT/GRE score required for non-CSU schools (may be waived for those with a 3.5 or higher GPA from an AACSB accredited program or those who have passed the CPA or state Bar Exam, or who hold a professional license, a master's or doctoral degree.) Applicants required to submit a GMAT will be admitted with a minimum formula score of 1100, such score the result of: (GPA * 200) + GMAT. Provisional part time (two courses) acceptance of accounting graduates from other CSU schools with 3.0 or better with performance review after first semester. Resume and official transcripts for all collegiate level coursework.
9. Academic and Career Advising	Office meetings, virtual advising, Skype and other video communications.
10. Add-Ons	Additional (optional to students) Add-On for Becker CPA Review Courses to run concurrently on CCSU campus, timing of review sections to coincide with appropriate Fall and Spring MSA courses.[23] *(See Attached Calendar)*

[22] An undergraduate degree in accounting would not be required for admission to the MSA. Prior to beginning the program, applicants would be required to hold a bachelor's degree from a regionally accredited institution of higher education (or the international equivalent) with an undergraduate GPA of 3.0 (overall and in major) and must have completed coursework equivalent to the nine required Central Connecticut State University (CCSU) courses in the undergraduate accounting program. In addition, college-level mathematics, statistics, macro- and microeconomics would be required

[23] Add-On for Becker CPA Review Courses. Becker CPA Review is the market leader for preparing candidates for the CPA exam. Generally speaking, candidates taking the Becker courses have a higher pass rates than those using any other review method. Most CPAs currently in practice have used Becker.

The CPA exam is given in four sections (i.e., FAR (Financial Accounting and Reporting); AUD (Auditing); REG (Taxation and Regulatory Matters); BEC (General Business)). These exams may be taken separately throughout the year and must be passed within an eighteen month period before the older scores start becoming 'stale.'

CCSU pass rates have been mid-range compared to other private and public universities in the state for the period (2008 – 2014). Accounting faculty would like to improve the pass rates of our graduates.

Currently. The Accounting faculty currently host Becker CPA review classes that are delivered at the CCSU campus (Vance Academic Center) on Saturdays beginning in May and completing before Thanksgiving. Billing is direct from Becker to the student; CCSU does not collect funds from the

student; the school merely provides the rooms for classes to be held. CCSU accounting faculty are hired by Becker as independent contractors to facilitate video classes which are delivered through Becker's online system.

The Plan. The Accounting faculty plan to host Becker CPA review classes as an enhancement to the MS program. Accounting programs, including those with AACSB accreditation, have begun this practice for the purpose of raising their CPA exam pass rate. As an example, material in AC 507, AC 524, and AC 544 which are planned to run each Fall semester are tested on the FAR (Financial Accounting and Reporting) section of the exam; therefore Becker FAR review classes will run concurrently with theses required courses in the Fall semester, creating synergies in learning.) There are no additional costs to the University for this Add-On other than to provide classroom space, which is included in the Special Resources Section. Becker pays a per diem rental fee to the Accounting Department for use of the room, and the Accounting Department pays a per diem fee to the University for the room.

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
Kwangsoo (Kevin) Lim	Purdue University (PhD)	Financial Accounting	Undergraduate Teaching
Mary M. McCarthy	Nova Southeast (DBA)	Financial Accounting	Undergraduate Teaching
Monique O. Durant	Boston University (LLM)	Tax Law	Undergraduate Teaching
Lawrence Grasso	Boston University (DBA)	Lean and Managerial Accounting	Undergraduate Teaching/Dept. Chair
Onder Kaymaz	Bocconi University (Italy) (PhD)	Financial Accounting	Undergraduate Teaching
Timothy Bell	University of Connecticut (PhD)	Taxation	Undergraduate Teaching
Pankaj Nagpal	Case Western Reserve University (PhD)	Accounting Information Systems	Undergraduate Teaching
To Be Hired		Audit/Assurance Services	Undergraduate Teaching

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA [1] BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution CCSU *Date* 1/7/2016

Proposed Program Master of Science in Accounting

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time *{3}*	Full Time	Part Time *{3}*	Full Time	Part Time *{3}*
Internal Transfers *(from other programs)*	0	0	0	0	0	0
New Students *(first time matriculating)*	25	31	25	31	25	31
Continuing *(students progressing to credential)*	0	0	0	16	0	23
Headcount Enrollment	25	31	25	47	25	54
Total Estimated FTE per Year	35.33		40.67		43	

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$154,700	$127,224	$154,700	$192,888	$154,700	$221,616
Program-Specific Fees	$106,650	$97,464	$106,650	$147,768	$106,650	$169,776
Other Rev. *(Annotate in text box below){4}*	$31,250		$39,250		$42,750	
Total Annual Program Revenue	$517,288		$641,256		$695,492	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*	0.5	$49,332	0.5	$49,332	0.5	$49,332
Faculty *(Full-time, total for program)*	1.17	$115,108	1.17	$115,108	1.17	$115,108
Faculty *(Part-time -total for program)*	3	$16,101	5	$26,835	6	$32,202
Support Staff	0.25	$19,500	0.25	$19,500	0.25	$19,500
Library Resources Program						
Equipment *(List as needed)*						
Other (e.g. student services) *{1}*		$4,800		$4,800		$4,800
Estimated Indirect Cost *(e.g. student services, operations, maintanance){2}*		$27,000		$27,000		$27,000
Total ESTIMATED Expenditures		$231,841		$242,575		$247,942

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

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

Please provide any necessary annotations:

{1} Software costs for faculty; e-portfolio software for students

{2} Quality Matters training for faculty; Advertising

{3} Part-Time students include also Summer session

{4} Revenue projections include a registration fee of $65 per part-time registrant each semester, and a fee of $250 per semester for all students to cover the cost of data resources, admistrative support, and program support.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Pathway Degrees

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following Transfer and Articulation Policy Pathway degrees, all developed by discipline faculty from the 17 Connecticut State Colleges and Universities. These ten pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these ten majors for students from any of the Community Colleges leading them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree.

The ten pathway Associate of Arts (AA) degrees are:

CSCU Pathway Transfer Degree: Chemistry Studies
CSCU Pathway Transfer Degree: Communication Studies
CSCU Pathway Transfer Degree: Criminology Studies
CSCU Pathway Transfer Degree: English Studies
CSCU Pathway Transfer Degree: History Studies
CSCU Pathway Transfer Degree: Mathematics Studies
CSCU Pathway Transfer Degree: Political Science Studies
CSCU Pathway Transfer Degree: Psychology Studies
CSCU Pathway Transfer Degree: Social Work Studies
CSCU Pathway Transfer Degree: Sociology Studies

BE IT FURTHER RESOLVED, that the Biology pathway agreement approved by the Board of Regents on December 3, 2015, be amended to reflect that the approval is for licensure and accreditation of the TAP Pathway Associate of Arts (AA) degree titled:

"CSCU Pathway Transfer Degree: Biology Studies."

A True Copy:

_____

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

ITEM

Implementation of the Transfer and Articulation Policy Pathways between the twelve Community Colleges and the State Universities and Charter Oak State College for chemistry, communication, criminology, English, history, mathematics, political science, psychology, social work, and sociology. These pathways meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in these majors for students from any of the Community Colleges to each of the State Universities and Charter Oak State College who offer the major.

BACKGROUND

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public Act 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each the Connecticut State Colleges and Universities began meeting in the fall of 2012. In the fall of 2014 these work groups were reconvened and additional disciplinary work groups were created to develop pathways for students to transfer seamlessly from the Community Colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP co-managers. If the co-managers, in consultation with the system Provost and with Chief Academic Officers, agree that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from each CSCU institution,

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, following a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in chemistry, communication, criminology, English, history, mathematics, political science, psychology, social work, and sociology join biology as the eleven pathways that will be available for students to declare for the fall of 2016.

March 8, 2016 – BOR Academic & Student Affairs Committee
March 17, 2017 – Board of Regents

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Biology Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	General Education Elective	3 credits
Writing Communication II	General Education Elective	3 credits
Scientific Reasoning	BIO 121 General Biology I	4 credits
Scientific Knowledge & Understanding	CHE 121 General Chemistry 1	4 credits
Quantitative Reasoning	MAT 185 Trigonometry (NVCC) MAT 186 Pre-Calculus	4 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**33 credits**

PATHWAY30		
BIO 122	General Biology II	4 credits
CHE 122	General Chemistry II	4 credits
Either: PHY 121 Or: CHE 211	General Physics I or Organic Chemistry I	4 credits
Either: BIO 235 Or: 200's level BIO lab science	Microbiology	4 credits
Either: MAT 254 Or: General Education Elective	Calculus	4 credits (3 credits)
Either: BIO 270 Or: 200's level BIO lab science	Ecology	4 credits
PHY 122 Or: CHE 212	General Physics II or Organic Chemistry II	4 credits
Pathway30 Total		**27-28 credits**

Biology Pathway60 Total		**60-61 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Chemistry Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	CHE 121 General Chemistry I	4 credits
6	Scientific Knowledge & Understanding	CHE 122 General Chemistry II	4 credits
7	Quantitative Reasoning	MAT 254 Calculus I	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	**Framework30 Total**		**33 credits**
15	**PATHWAY30**		
16	***Major Program Requirements:***		
17	CHE 211	Organic Chemistry I	4 credits
18	CHE 212	Organic Chemistry II	4 credits
19	PHY 221***	Calculus-Based Physics I	4 credits
20	PHY 222***	Calculus-Based Physics II	4 credits
21	MAT 256	Calculus II	4 credits
22	***Unrestricted Free Electives:***		9 credits
23	Students should consider beginning or completing work on foreign language requirements not already met in high school. They may also complete additional General Education requirements.		
24	**Pathway30 Total**		**29 credits**

***Students who complete PHY 121 and 122, General Physics I and II, will only be able to transfer to CCSU's General Program or to the program at Charter Oak State University. CCSU encourages completion of the sequence with calculus for all physics majors.

25	**Chemistry Pathway60 Total**		**62 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Communication Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	ENG 101 Composition	3 credits
Written Communication II	General Education Elective	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3-4 credits
Quantitative Reasoning	General Education Elective	3 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-31 credits**

PATHWAY30		
Additional General Education Courses		
General Education Elective 1		3 credits
General Education Elective 2		3 credits
Major Program Requirements		
COM 173 COM 174	Public Speaking Advanced Public Speaking (GCC)	3 credits
COM 101	Introduction to Mass Communication	3 credits
Choose one: COM 172 Or COM ### (or other designation)**	Interpersonal Communication Or Media Production / Media Writing course (including journalism)	3 credits
Choose two additional COM courses***		6 credits
Unrestricted Electives		
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		
		9 credits
Pathway30 Total		30 credits

Communication Pathway Total		**60-61 credits**

*COM 173 may be used as Section B Competency for schools that have Oral Communication in the FRAMEWORK30; these students are allowed 3 credits additional Unrestricted Free Electives.

**Courses that fit the title of Media Production or Media Writing will be determined by each Community College
***COM 100 will NOT be accepted as an additional COM course.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Criminology Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3-4 credits
6	Scientific Knowledge & Understanding	General Education Elective	3-4 credits
7	Quantitative Reasoning	MAT 167 Principles of Statistics (ACC, GCC, HCC, NVCC, NWCC, QVCC, TRCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits) MAT 168 Elementary Statistics and Probability (MXCC – 4 credits) [For students who complete a 4-credit quantitative reasoning course: 3 credits will be received at the CSU/CSCO as general education credit; 1 credit will be received at the CSU/CSO as free elective credit.]	3 credits 4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	SOC 101 Introduction to Sociology	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	**Framework30 Total**		**30-32 credits**

15	**PATHWAY30**		
16	General Education #1 or General Education #2		3 credits
17	PSY 111	General Psychology I	3 credits
18			
19	*Major Program Requirements*		
20	CJS 101 Intro to Criminal Justice (ACC, CCC, HCC, MCC, MxCC, NVCC, NCCC, NCC, TRCC, TxCC)		3 credits

21	CJS 102 Intro to Corrections (ACC, CCC, HCC, MCC, MxCC, NVCC, NCCC, NCC, TRCC, TxCC)		3 credits
22	CJS 105 Intro to Law Enforcement (HCC, MCC, MxCC, NVCC, NCC, TxCC) **or** CJS 120 Police and Community (ACC, CCC, HCC, MCC, NWCC, NCC, TxCC)		3 credits
23	CJS 201 Criminology (ACC, CCC, HCC, TRCC) **or** SOC 240 Criminology (MXCC, NWCC)		3 credits
24	CJS 210 - Constitutional Law (ACC, CCC, NVCC, NCC) **or** CJS 213—Evidence & Criminal Procedure (ACC, HCC, MCC, MxCC, NWCC, NCC, TRCC, TxCC)		3 credits
25 26 27 28 29 30 31 32 33 34	Choose 1 of the following: CJS 202/SOC 241 Juvenile Delinquency (ACC, CCC, MCC, MxCC, NVCC, NCCC, TRCC, TxCC) CJS 211 Criminal Law I (ACC, CCC, HCC, MCC, MxCC, NWCC, NCC, TRCC, TxCC) CJS 220 Criminal Investigation(ACC, CCC, HCC, MCC, MxCC, NWCC, NVCC, NCC, TRCC, TxCC) CJS 225 Forensic Science (CCC, GCC, HCC NCC, MxCC, NWCC, NVCC, NCC, TRCC) CJS 228 Forensic Evidence (HCC) CJS 280 Victimology (CCC, HCC, NVCC, NCC) CJS 290 Practicum in CJ (ACC, CCC, HCC, MxCC, NCC, QVCC, TxCC) CJS 294 Contemporary Issues in CJ (CCC, HCC, NCC, MxCC, NCC, TRCC, TxCC) CJS 298 Special Topics in CJ (CCC, MxCC, NWCC, TRCC)		3 credits
35			
28	*Unrestricted Electives*		6 credits
29	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education		

	requirements (for CCSU, WCSU, SCSU, and CO—but NOT ECSU). *Include the phrase in parentheses only if additional General Education courses are designated above.*		
30	**Pathway30 Total**		30 credits

31	**Criminology Studies Pathway Total**		**60-61 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: English Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	ENG 101 Composition	3 credits
Written Communication II*	CCC, HCC, NWCC, NCC, TRCC: ENG 102 Literature and Composition MCC: ENG 110 Introduction to Literature MXCC, QVCC: ENG 102 Literature and Composition OR ENG 110 Introduction to Literature NVCC: ENG 102 Literature and Composition OR ENG 200 Advanced Composition	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3-4 credits
Quantitative Reasoning	General Education Elective	3 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-31 credits**

PATHWAY30		
Additional General Education Courses		
General Education Elective 1		3 credits
General Education Elective 2		3 credits
Major Program Requirements		
ENG XXX	World Literature: World Literature survey, a Western Literature survey (as long as it doesn't focus on British or American literature), an International Literature survey, or a non-Western Literature survey.	3 credits
Must complete one British Literature and one American Literature course:		
ENG 221 **or** ENG 231	American Literature I **or** British Literature I	3 credits
ENG 222 **or**	American Literature II **or**	3 credits

ENG 232	British Literature II	
Open Electives		
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		15 credits
Pathway30 Total		30 credits

English Pathway Total		**60-61 credits**

Pathway30 courses cannot be used to fulfill Framework30 requirements; some of these courses may "double-dip" when they are transferred to a CSU or CO.

*Designated courses serve as prerequisites to Pathway30 English courses; GCC, TXCC: the prerequisite is ENG 101; TXCC does not offer 102 or 110; ACC offers none of the Pathway30 English courses

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: History Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	General Education Elective	3 credits
Written Communication II	General Education Elective	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3 credits
Quantitative Reasoning	General Education Elective	3 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-31 credits**

*Must not be HIS 201 U.S. History I or HIS 202 U.S. History II

PATHWAY30		
Additional General Education Courses		
General Education Elective 1 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU - Study Area II: Social Sciences ECSU – Individuals and Society SCSU – Global Awareness WCSU – General Education Elective CO – Global Understanding	3 credits
General Education Elective 2 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU – Study Area I: Arts & Humanities ECSU – Creative Expressions SCSU – Creative Drive WCSU – General Education Elective CO – General Education Elective	3 credits
Major Program Requirements		
HIS 201	U.S. History I	3 credits
HIS 202	U.S. History II	3 credits
Students can elect to take up to 12 credits of additional history courses: • They must all be at the 100- or 200-level • No more than 6 credits can be at the 200-level and no more than 6 can be at the 100-level • No methodology or capstone courses will be accepted into the major		0-12 credits**

These additional history courses will be accepted as specifically designated or history elective courses in the major at all CSUs and CO. *HIS 101 Western Civilization I and HIS 102 Western Civilization II: WCSU will receive only one or the other in the major. *HIS 121 World Civilization I and HIS 122 World History II: WCSU will receive neither in the major.		
Unrestricted Electives		
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU. Students who do not use open electives to complete at least 6 credits of additional history courses, minor courses or remaining foreign language requirements will not complete the baccalaureate in under 120 credits at CCSU.		
		6-18
Pathway30 Total		30 credits

History Pathway Total		**60-61 credits**

**Three of these credits are likely to be used to fulfill the "Historical Knowledge and Understanding" competency in the Framework30.

Students who are required to complete developmental coursework or who place into Math 138 or lower may not be able to complete their pathway degree in 60-61 credits/contact hours.

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Math Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	BIO, CHE or PHY sequence	4 credits
6	Scientific Knowledge & Understanding	BIO, CHE or PHY sequence	4 credits
7	Quantitative Reasoning	MAT 185 Trigonometry MAT 186 Pre-Calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	**Framework30 Total**		**33 credits**

15	**PATHWAY30**		
16	*Additional General Education Courses*		
17			
18			
19	*Major Program Requirements*		
20	MAT 254	Calculus I	4 credits
21	MAT 256	Calculus II	4 credits
22	MAT 268	Calculus III: Multivariable	4 credits
23	Select one: MAT 272 (3 credits: GCC, MXCC, NCC, QVCC, TRCC) MAT 274 (4 credits: MCC) MAT 285 (3 credits: ACC, GCC, HCC, MXCC, NVCC, NCC, TRCC, TXCC) MAT 286 (4 credits: MCC, QVCC) MAT 287 (4 credits: MCC)	 Linear Algebra Differential Equations Foundations of Mathematics	4 credits
24	ACC – CS 106 CCC – CSC 105 GCC – CSC 124	Structured Programming (3) Programming Logic (3) Programming Logic and Design with Python (3)	3-4 credits

	HCC – CSC 105 CSC 106 MCC – CSC 124 CSC 125 MXCC – CSC 105 NCC – CSC 108 NVCC – CSC 205 NWCC – CSC 104 QVCC – CSC 106 TRCC – CSC 108 TXCC – CSC 126 3	Programming Logic (3); Structured Programming (3) Programming Logic and Design with Python (3); Programming Logic and Design with C++ (3) Programming Logic (3) Introduction to Programming (3) Visual Basic I (3) Introduction to Logic and Programming (4) Structured Programming (3) Introduction to Programming (4) Programming Logic and Design with Visual Basic (3)	
25	*Unrestricted Electives*		
26	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements.		
27			9 credits
28	**Pathway30 Total**		28 credits

29	**Math Pathway Total**		**60-61 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Political Science Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	ENG 101 Composition	3 credits
Written Communication II	General Education Elective	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3-4 credits
Quantitative Reasoning	General Education Elective	3 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-31 credits**

PATHWAY30		
Additional General Education Courses		
General Education Elective 1		3 credits
General Education Elective 2		3 credits
Major Program Requirements		
POL 111	American Government	3 credits
6 additional credits in Political Science		6 credits
Unrestricted Electives		15 credits
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		
Pathway30 Total		30 credits

Political Science Pathway Total		**60-61 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Psychology Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	ENG 101 Composition	3 credits
Written Communication II	General Education Elective	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3-4 credits
Quantitative Reasoning	MAT 167 Principles of Statistics (ACC, GWCC, HCC, NVCC, NWCC, QVCC, TRCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits) MAT 168 Elementary Statistics and Probability (MXCC – 4 credits)	3 credits 4 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-32 credits**

PATHWAY30		
Additional General Education Courses		
General Education Elective 1		3 credits
General Education Elective 2		3 credits
Major Program Requirements		
PSY 111 General Psych I -- Can count as a Framework30 course at community colleges that have vetted it.		3 credits
Take one or two of: PSY 240 PSY 243 PSY 247 None are offered at NWCC	 Social Psychology (Not at NWCC) Theories of Personality (Not at GWCC, NWCC, TXCC) Industrial and Organizational Psychology (Not at ACC, NWCC, NCC, TXCC)	3-6 credits

Take one of:** PSY 200 PSY 201 PSY 202 PSY 203 PSY 204 PSY 205 PSY 206 PSY 207 PSY 208	 Child Psychology (NCC, TRCC) Lifespan Development (ACC, GWCC, HCC, MCC, MXCC, NVCC, NWCC, NCC, QVCC, TRCC, TXCC) Child Psychology & Development (HCC) Child Development (ACC, MCC, TXCC) Child Psychology (NVCC) Child & Adolescent Development (ACC, CC, MXCC, NVCC, NWCC, TRCC) Adolescent Development (HCC) Adolescent & Adult Development (MCC) Adolescent and Adulthood Development (NVCC) Adolescent Development (ACC, NCC, TXCC) Psychology of Adult Development & Aging (CC, HCC, MXCC, NCC, TXCC) Psychology of Aging (GWCC)	3 credits
PSY 245 Abnormal Psych	Abnormal Psychology	3 credits
Unrestricted Electives		9-12 credits
Students are strongly encouraged to take PSY 112 General Psychology II – Can count as a Framework30 course at community colleges that have vetted it. Students can also take one or two additional PSY courses, with advisement.		
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		

Pathway30 Total		30 credits

Psychology Pathway Total		**60-62 credits**

**For students considering transferring to CCSU, PSY 201 is the recommended choice. For students considering transferring to WCSU, any course in this list other than PSY 201 is recommended.

PROPOSED PATHWAY

CSCU Pathway Transfer A.A. Degree: Social Work Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	General Education Elective	3 credits
6	Scientific Knowledge & Understanding	BIO 115 Human Biology (ACC, CCC, GCC, HCC, MCC, MxCC, NVCC, WVCC, TRCC, TxCC) BIO 110 + 110L The Human Body with lab (NWCC) BIO 127 Cells and Organ Systems	4 credits
7	Quantitative Reasoning	MAT 167 Principles of Statistics (ACC, GCC, HCC, NVCC, NWCC, QVCC, TRCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits) MAT 168 Elementary Statistics and Probability (MXCC – 4 credits)	3 credits 4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	SOC 101 Principles of Sociology	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits

14	**Framework30 Total**		**31 credits**

15	**PATHWAY30**		
16	*Additional General Education Courses*		
17	General Education Elective 1		3 credits
18	General Education Elective 2		3 credits
19	*Major Program Requirements*		
20	HSE 101 Introduction to Human Services (ACC, CCC, GCC, HCC, MCC, MxCC, NVCC, NCC, NWCC, QVCC, TRCC, TxCC) SOC 235 (CCC)	Introduction to Human Services Introduction to Social Welfare	3 credits
21	POL 111	American Government	3 credits
22	PSY 111	General Psychology I	3 credits
23	SOC 103 (GCC, MxCC, TRCC, TxCC) SOC 201 (ACC, CCC, HCC, MCC, NVCC, NWCC, QVCC)	Social Problems Contemporary Social Issues	3 credits
24	ANT 105 (ACC, CCC, GCC, HCC, MCC, NCC, QVCC, TRCC) ANT 205 (MxCC, NVCC, TxCC)	Cultural Anthropology	3 credits
25	Choose 1 or 2 courses from this list: HSE 141 Addictions and Mental Illness in Behavioral Healthcare (QVCC) HSE 147 Change Theory & Strategies in Behavioral Health (HCC, QVCC) HSE 202 Introduction to Counseling/Interviewing (HCC, MxCC, NVCC, NCCC) HSE 210 (TRCC) HSE 213 Conflict Resolution (QVCC) HSE 236 Legal Issues in Human Services (ACC, TxCC) HSE 241 Human Services Agencies and Organizations (ACC, TRCC) HSE 243 Human Services Skills and Methods (ACC, CCC, HCC, TxCC) HSE 251 Work with Individuals and Families (TRCC) HSE 247 Supervisor's Seminar (GCC) HSE 271 Field Work Seminar (GCC) HSE 281 Field Work I (ACC, GCC, MCC, NVCC, NwCC, QVCC, TRCC) HSE 288 Developmental Practicum (MxCC) HSE 289 Psychiatric Practicum (MxCC) HSE 292 Human Services Internship II (HCC, QVCC) POL 122 Politics of Social Welfare (NwCC) PSY 212 Health Psychology (ACC) PSY 245 Abnormal Psychology (GCC) SOC 104 Sociology of the Family (NwCC) SOC 285 Community Organization (CCC)		3-6 credits

26	*Unrestricted Electives*		3-6 credits
27	Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		
28	**Pathway30 Total**		30 credits

29	**Social Work Pathway Total**		**61 credits**

PROPOSED PATHWAY
CSCU Pathway Transfer A.A. Degree: Sociology Studies

FRAMEWORK30		
Section A: Common Designated Competencies		
Written Communication I	ENG 101 Composition	3 credits
Written Communication II	General Education Elective	3 credits
Scientific Reasoning	General Education Elective	3-4 credits
Scientific Knowledge & Understanding	General Education Elective	3 credits
Quantitative Reasoning*	Recommended for students transferring to CCSU: MAT 167 Principles of Statistics (ACC, GWCC, HCC, NVCC, NWCC, QVCC, TRCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC – 4 credits) MAT 168 Elementary Statistics and Probability (MXCC – 4 credits)	3 credits 4 credits
Historical Knowledge & Understanding	General Education Elective	3 credits
Social Phenomena	General Education Elective	3 credits
Aesthetic Dimensions	General Education Elective	3 credits
Section B: Campus Designated Competencies		
Competency 1	General Education Elective	3 credits
Competency 2	General Education Elective	3 credits
Framework30 Total		**30-32 credits**

PATHWAY30		
Additional General Education Courses		
General Education Elective 1 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU - Study Area II: Social Sciences ECSU – Individuals and Society SCSU – Global Awareness WCSU – General Education Elective CO – Global Understanding	3 credits
General Education Elective 2 This section will include a list of courses that fit all of the five 4-year school categories.	CCSU – Study Area I: Arts & Humanities ECSU – Creative Expressions SCSU – Creative Drive WCSU – General Education Elective CO – General Education Elective	3 credits

Major Program Requirements		
SOC 101	Principles of Sociology	3 credits
Nine (9) credits in Sociology, six (6) of which must be at the 2## level.		9 credits
Unrestricted Electives		
Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO—but NOT ECSU.		
		12 credits
Pathway30 Total		30 credits

Sociology Studies Pathway Total		**60-62 credits**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 17, 2016

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2016 Commencements:

Institution	Recipient	Commencement Date
Charter Oak State College	Dr. Regina Barreca	June 5, 2016
Eastern Connecticut State University	Jerry Franklin	May 17, 2016
Gateway Community College	Daniel N. Caron	May 26, 2016
Manchester Community College	Amanda Filipacchi	May 26, 2016
Naugatuck Valley Community College	Dr. Martha J. Kanter	May 26, 2016
Norwalk Community College	Douglas K. Dempsey, and Karen Thorsen	May 19, 2016
Southern Connecticut State University	Dr. Juan-David Nasio	May 20, 2016
Three Rivers Community College	Howard M. Jenkins Jr.	May 19, 2016
Western Connecticut State University	Henry H. Arnhold	May 22, 2016

A True Copy:

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

STAFF REPORT **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

ITEM

Approval of Nominations for Honorary Degrees

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the nominees for an honorary degree, as presented below, be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and confirmation of the Board of Regents. The candidates below have been recommended by the college or university president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

ANALYSIS

Honorary Degree Nominations for 2016 Commencements:

Institution	Recipient	Commencement Date
Charter Oak State College	Dr. Regina Barreca	June 5, 2016
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Charter Oak State College **Dr. Regina Barreca**

The Charter Oak Honorary Doctorate Committee recommends Dr. Regina Barreca as recipient of the 2016 honorary degree.

Dr. Barreca has a long and distinguished academic career, which includes publications and presentations of a dizzying variety and number. COSC perceives her as a model for their adult students—the majority of whom are women. Her work, and her life, represent how one can do good while doing well. She has combined her academic interests with her belief in the capabilities of women to produce a body of work that both demonstrates that capability while it weaves good humored humanity throughout. Dr. Barreca is an embodiment of academic accomplishment and humanity.

Dr. Barreca's BA is from Dartmouth College, where she was the first woman to be named alumni Scholar, her M.A. is from Cambridge University where she was a Reynold's Fellow, and her Ph.D. is from the City University of New York. She is a columnist and blogger for Psychology Today, The Chronicle of Higher Ed and The Huffington Post. She has also written for numerous other publications. Dr. Barreca is an English Professor at the University of Connecticut, has authored many books, a radio and television personality and continues to be a keynote speaker to large and growing audiences.

Charter Oak notes Dr. Barreca's work embodies the doctorate of humane letters more clearly than any previous candidate. She has accepted their nomination with enthusiasm, and they look forward to the wit and charm of her remarks to their students. The Charter Oak Honorary Doctorate Committee, after reviewing Dr. Barreca's accomplishments, leadership, and commitment to higher education, recommend that she receive the 2016 Doctor of Humane Letters honorary degree from Charter Oak State College at their June 5th graduation.

Eastern Connecticut State University **Jerry Franklin**

Eastern recommend Mr. Jerry Franklin, President and CEO of the Connecticut Public Broadcasting Network (CPBN), as the honorary degree recipient at Eastern Connecticut State University's 2016 commencement exercises.

Mr. Franklin's personal commitment to education and CPBN's longstanding focus on educational programming align with Eastern's historical role as a teachers college and their current role as Connecticut's public liberal arts university. Mr. Franklin and his organization also exemplify the University's values of social responsibility, inclusion, and integrity.

For more than 30 years, Mr. Franklin has been the Chief Executive Officer and President at Connecticut Public Broadcasting Inc. During his tenure at CPBN, Mr. Franklin has led a growth in programming ranging from the Infinity Hall music concert series to playing a leadership role in bringing "Barney and Friends," "Bob the Builder" and "Thomas and Friends" to public television. Attesting to Mr. Franklin's commitment to education, in fall 2013 CPBN opened its Learning Lab, which houses the Journalism & Media Academy Magnet School satellite campus.
Mr. Franklin is also active in the community, serving as a member of the Connecticut Children's Medical Center Foundation; a director of Southside Institutions Neighborhood Alliance; a member of

the Governor's Industry Advisory Council; a member of the Board of Trustees at Bay Path College; and a trustee of Long Wharf Theatre. A recipient of the National Academy of Television Arts & Sciences Silver Circle Award, Mr. Franklin earned a Bachelor of Science in Political Science and Journalism from Georgia Southern University and a Master of Arts in Telecommunications Management from Indiana University.

A leader in the broadcast industry, a strong supporter of educational opportunity, and a visionary for cultural enrichment in our state, Jerry Franklin is a worthy candidate to receive the honorary degree at Eastern Connecticut State University's 2016 Commencement Exercises.

Gateway Community College **Daniel N. Caron**

Gateway Community College nominates Daniel N. Caron for an Honorary Associates Degree at their 2016 commencement. Mr. Caron, Vice President, Site Operations and Engineering, for Alexion Pharmaceuticals, returned to New Haven to oversee the construction of Alexion's new worldwide headquarters, now located at 100 George Street, a short block from Gateway Community College's downtown campus. He took an immediate, heartfelt interest in GCC and their students, agreeing to serve as Honorary Chair of Gateway Community College Foundation's largest scholarship event in 2013, "A Bridge to Excellence – Hall of Fame Event." This was an especially important occasion for the College; it marked the first time the Foundation was able to host the Hall of Fame onsite in its own new state-of-the-art downtown facility.

The following year, Mr. Caron augmented his commitment to the college and its future by joining the Gateway Community College Foundation Board, and reprising his role as Honorary Chair of the Hall of Fame. Thanks in great measure to his leadership and diligence, the 2014 Hall of Fame was the most successful in its history, raising more money for scholarships than ever before.

Mr. Caron's vision, acumen and advocacy on behalf of the College and Foundation continued. In his role at Alexion, Dan understood and appreciated the importance of accessible, affordable public transportation to the business community, the local workforce and the economy. He also knew that Gateway students, one-third of whom depend on public transportation to attend classes, sometimes struggled to afford bus passes. He was instrumental in forging a long-term commitment between Alexion and the Gateway Community College Foundation – one that provided a $50,000-year subsidy for five years – a total of $250,000 – in CT Transit bus fares to help make public transportation more affordable for Gateway students. This long-term underwriting of public transportation serves to promote a "greener" Greater New Haven, supporting both Alexion's and Gateway's commitment to environmental citizenship and responsible stewardship of our nation's natural resources.

Gateway highly recommends Mr. Daniel Caron for their 2016 Honorary Associates Degree.

Manchester Community College **Amanda Filipacchi**

Manchester Community College nominates Amanda Filipacchi as a recipient of their 2016 Honorary Associates Degree. Ms. Filipacchi is an American novelist who has written four novels, the most recent

being *The Unfortunate Importance of Beauty*. The book has been the subject of a book club seminar taught by President Gena Glickman in which Ms. Filipacchi joined the group via Skype to answer questions and discuss her vision behind the book and the characters.
Additionally, Ms. Filipacchi has written three other novels and her writing has appeared in *The New York Times, The Wall Street Journal, The New Yorker* and *The Atlantic.*

Amanda was born in Paris, France and moved to New York at the age of seventeen. She earned a BA from Hamilton College and an MFA in creative writing from Columbia University. She is serving as the commencement speaker for MCC's 52nd commencement ceremony.

Manchester CC highly recommends Ms. Amanda Filipacchi for the 2016 Honorary Associates Degree.

Naugatuck Valley Community College **Dr. Martha J. Kanter**

Naugatuck Valley CC submits the nomination of Dr. Martha J. Kanter as the recipient of an honorary associate in the arts degree.

Dr. Kanter holds a B.A. in sociology from Brandeis University, an M.Ed. from Harvard University and an Ed.D. from the University of San Francisco. She served as President of De Anza College from 1993-2003 and then Chancellor of the Foothill-De Anza Community College District from 2003-2009. In 2009, Dr. Kanter was nominated by President Barack Obama to serve as the United States Under Secretary of Education. Her nomination was confirmed by the Senate and she became the first community college leader to serve in such a position.

Following her term as Under Secretary of Education, Dr. Kanter has been serving as a Distinguished Visiting Professor of Higher Education and Senior Fellow at New York University's Steinhardt School of Culture, Education, Education and Human Development. Most recently she was appointed by President Obama to serve as the director of the College Promise Campaign advisory board.

Dr. Kanter is a true friend and supporter of NVCC. She first came to the College in September 2014 as the guest speaker for our All-College Meeting. Dr. Kanter gave a keynote address entitled "Educating for Student Success in the 21st Century" followed by a question and answer period. Following the meeting, she participated in a smaller roundtable discussion regarding her keynote topic with students, faculty and administrators in attendance. As a result of this visit she became a supporter of our students' campaign for sidewalks along Chase Parkway.

Dr. Kanter returned to NVCC in September 2015 for our Fall All-College Meeting where she spoke about the College Promise Campaign and took questions from the audience. The College Promise Campaign, a national, nonpartisan higher education initiative with the aim of making two years of community college free, is gaining momentum and support across the United States. At a follow-up luncheon with administrators, faculty and student leaders, she brought thoughtful reflections around strategies in support of NVCC's strategic plan and teaching and learning models.

Throughout her career Dr. Kanter has been a strong advocate for student access to higher education. She began her career as an alternative high school teacher and established the first program for students with learning disabilities at San Jose City College. As Under Secretary of Education, Dr. Kanter oversaw policies, programs and activities related to postsecondary education, adult and career-technical education and federal student aid, as well as supervising White House initiatives on education for minority students and institutions, and faith-based and neighborhood partnerships. During her tenure she worked tirelessly to improve students' access to higher education, successfully implementing the Direct Student Loan program and creating a partnership with the Department of Labor to increase quality, graduation and employment opportunities for community college students.

Naugatuck Valley highly recommends Dr. Kanter as their 2016 Honorary Degree recipient.

Norwalk Community College **Douglas K. Dempsey**
Karen Thorsen

Norwalk Community College nominates two co-honorees for their 2016 Honorary Associates Degrees. Karen Thorsen and Douglas Dempsey are award-winning filmmakers who have collaborated on more than one film. As the film directors of *The Life of James Baldwin,* they provided an impressive and extensive presentation at Norwalk CC.

Karen Thorsen began as a writer. After graduating from Vassar College, with a year at the Sorbonne in Paris, she was an editor for Simon & Schuster, a journalist for LIFE Magazine, and a foreign correspondent for TIME. Screenwriting followed, then directing. Her first feature-length documentary was JAMES BALDWIN: THE PRICE OF THE TICKET. Working with the renowned Maysles Films, Thorsen wrote, produced and directed BALDWIN (with Co-Producers Bill Miles & Douglas K. Dempsey, Executive Producers Susan Lacy & Albert Maysles). A co-production with PBS/*American Masters*, BALDWIN was honored at festivals in over two-dozen countries – including Sundance, London, Berlin and Tokyo. Now considered a documentary film classic, BALDWIN was described as *"Splendid"* by Variety, *"A video page-turner"* by The San Francisco Chronicle, and *"A haunting, beautifully made biography"* by the Los Angeles Times. *"Stays with you after the program ends,"* said the New York Times. Ms. Thorsen finds inspiration at the intersection of art and social justice. Her heroes are game-changers, the artist/activists who shape history – and her films tell their stories without narration, weaving first-person narratives with archival treasures. Thorsen has also been honored by multiple grants and fellowships from the New York State Council on the Arts, the Ford Foundation, the National Endowment for the Arts, the National Endowment for the Humanities, the Corporation for Public Broadcasting, ITVS and numerous private foundations.

Award-winning writer/filmmaker Douglas K. Dempsey is an accomplished communicator in multiple worlds: documentaries, feature films and museum media. As a student at the University of Pennsylvania, his original focus on anthropology morphed into a passion for film. His first job was for an educational film company in Princeton; he now writes, produces, shoots and edits. Additional pleasures include both evolving technology and graphic design. As a founding partner of the independent production company, DKDMedia, Dempsey works both independently and with his wife Karen Thorsen. Their first collaboration was THE FED, a behind-the-scenes exploration of America's financial system; it won a Cine Golden Eagle. Their second collaboration was JAMES

BALDWIN: THE PRICE OF THE TICKET – now widely considered a documentary film classic. In addition, Dempsey has been honored as a writer and editor. His scripts have been produced by CBS Mystery Theater, National Geographic and The Learning Channel. His documentary narration for KEEPERS OF EDEN, a film about the Huaorani tribe in Ecuador, was performed by Joanne Woodward. Most recently, he was Writer / Editor of BURIED PRAYERS, a feature-length film about the buried treasure of Maidanek, a Nazi death camp for Polish Jews. A story of defiance and redemption, it was narrated by artist Laurie Anderson and won Best Documentary Feature at the Cinequest Film Festival, 2010.

Norwalk is pleased to nominate Karen Thorsen and Douglas Dempsey for honorary degrees at their 2016 commencement.

Southern Connecticut State University **Juan-David Nasio**

SCSU submits the name of renowned psychoanalyst Juan-David Nasio as the recipient of an honorary doctorate from Southern Connecticut State University.

Dr. Nasio is a medical doctor and trained psychiatrist from Argentina who moved to Paris to pursue a career in Lacanian psychoanalysis. He taught for 31 years at the University of Paris 7 (Sorbonne) and has been teaching for the past 29 years at the Paris Psychoanalytic Seminars Association, of which he is one of the founding members. This association is one of France's most active mental health professional training and psychoanalysis communication centers.

Known for his expertise in treating the social and psychological maladies of the modern world, Dr. Nasio has published more than 30 books, which have received critical praise and been translated into 13 languages worldwide.

He has received honorary degrees from the University of Buenos Aires and Universidad Autonoma del Estado de Mexico and was the first psychoanalyst in history to be named a "Knight of the Legion of Honor" due to his work as a writer, a psychoanalyst, his pro-bono activity and his recognition abroad. France's highest honor, this decoration is conferred by the government on individuals of eminent merit in the social and professional fields.

For his noteworthy scholarly research, his groundbreaking accomplishments, and his meritorious service in his chosen field, Dr. Juan-David Nasio would be a most worthy recipient of an honorary doctorate of humane letters from Southern.

Three Rivers Community College **Howard M. Jenkins Jr.**

Three Rivers Community College nominates Howard M. Jenkins Jr. for an Honorary Associates Degree.

Howard Jenkins is a 28-year veteran with Electric Board currently serving as the Manager of Human Resources (Diversity and Outreach) in both the Connecticut and Rhode Island facilities. He holds an MBA from Rensselaer Polytechnic Institute and a BS from Virginia State University.

Mr. Jenkins is an active member of the Three Rivers CC Foundation board of directors. He has been instrumental in helping Three Rivers develop the CAMI curriculum and is an integral part of the CT-ECO program at Three Rivers and their partner high school in New London. He works tirelessly for this program, attending all meetings, organizing the "mentor match". He continually works to better the manufacturing pipeline in that part of the state. He is also an inspirational speaker for the college sharing his passion for helping students of all ages realize their potential.

Mr. Jenkins is active in many professional organizations besides the TRCC Foundation Board, including the Advisory Board for the Science and Technology Magnet High School in New London, CT Public Schools, and has represented General Dynamics as a judge in selecting the 2015 BEYA (Black Engineer of the Year Award) awardees.

Three Rivers is proud to nominate Howard Jenkins for this honorary degree for his outstanding commitment to the community and his ability to inspire and encourage youth.

Western CT State University **Henry H. Arnhold**

It is with pleasure that Western Connecticut State University recommends the award of an honorary Doctorate of Humane Letters at their commencement exercises on May 22, 2016 to Mr. Henry H. Arnhold, benefactor and long-time friend of the University.

Born in Dresden, Germany in 1921, Henry Arnhold comes from the well-noted Arnhold banking family. As a young man the Germans imprisoned Mr. Arnhold when the Second World War broke out. Eventually fleeing to Sweden and then to Cuba, he reached the United States in 1942, reuniting with the rest of his family.

Following a brief period of study at UCLA and three years' service in the U.S. Army, Arnhold joined the family business in New York. Since 1960, he has served as Chairman of the investment banking firm, Arnhold and S. Bleichroeder Holdings, Inc. In the philanthropic tradition of his family, Mr. Arnhold is also President of both the Arnhold Foundation, which primarily supports animal welfare organizations, education, and the arts and the Mulago Foundation, which advances global health initiatives.

Mr. Arnhold's steadfast support for Western includes establishing the Clarisse and Henry Arnhold Scholarship, which provides deserving students from both Bethel and Western's renowned School of Visual and Performing Arts with full tuition support. Mr. Arnhold regularly hosts scholarship recipients at his home in Bethel. In addition, he is a member of Western's President's Club and, frequently attends theater, music and arts performances and programs on the campus.

Mr. Arnhold's special interest in academic scholarship is evidenced by his major support for The New School in New York. He has served as a member of the New School for Social Research Board of Governors since 1984 and as a Trustee of The New School since 1985. In 2002, The New School presented Mr. Arnhold with an honorary Doctorate of Humane Letters. He has been a generous sponsor of student exchanges between New York and Dresden. Mr. Arnhold holds an honorary senatorship of

the Technische Universitat Dresden. He also holds the Saxon Order of Merit and the Grand Cross of the Order of Merit of the Federal Republic of Germany.

Mr. Arnhold also demonstrates a deep commitment to international cooperation. He serves in an advisory role in American foreign policy and German-American cooperation through his membership in several institutions including the American Council on Germany, the Council on Foreign Relations, the Foreign Policy Association and the National Committee on American Foreign Policy.

At its 25th Anniversary celebration in 2012, Conservation International honored long-time board member, Henry Arnhold, for his involvement in sustainability and a lifetime of humanitarian work. In a video tribute by Harrison Ford, Arnhold was described as "an extraordinary and truly passionate man who has pursued a life-long dream to ensure a better world." Co-Founder, Chairman and CEO of Conservation International, Peter Seligman, presented Mr. Arnhold with the Global Conservation Hero Award.

Mr. Arnhold's record of civic engagement, on a local and global scale, and support for higher education in Connecticut and the region, make him a deserving and inspiring candidate for an honorary degree from Western.

03/08/2016 – Academic & Student Affairs Committee
03/17/2016 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Nominations for Faculty Awards

March 17, 2016

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the CSU Teaching Awards, the CCC Teaching Awards, the Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2015-16 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the system-wide CSU Teaching Award, CCC Teaching Award, Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2015-16 academic year.

A True Copy:

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

ITEM
The Board of Regents Faculty Awards

RECOMMENDED MOTIONS FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2015-16 academic year.

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2015-16 academic year.

BACKGROUND
The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of $1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS
For the 2015-16 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 25 of a possible 49 nominations within the five award categories, for the Board's consideration. Subsequently, the five selection committees have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six system awards. The Faculty Awards rosters are attached:

BOARD OF REGENTS

FACULTY AWARDS

2015-16 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards[1&2]

(Connecticut State Universities)

Teaching Awards[1&2]

(Connecticut Community Colleges)

Research Awards[1&2]

(Connecticut State Universities)

Scholarly Excellence Awards[1&2]

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards[3]

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

Institution	Campus Nominee	Faculty Rank / Discipline
Eastern	Dr. James Diller	Associate Professor / Psychology
Southern	Dr. Jess Gregory	Assistant Professor / Educational Leadership and Policy Studies
Western	Dr. Monica Sousa	Assistant Professor / Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award (Connecticut State Universities)

Dr. James Diller
Eastern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

Institution	Campus Nominee	Faculty Rank / Discipline
Gateway	Megan DeLivron	Assistant Professor / Math & Science
Manchester	Carla Adams	Associate Professor / Information Management & Technology
Middlesex	Dr. Kimberly Thomas	Associate Professor / Chemistry
Naugatuck Valley	Julia Petitfrere	Assistant Professor / English
Northwestern CT	Michael Emanuel	Assistant Professor / Criminal Justice
Norwalk	Nancy Fleming	Associate Professor / Math
Quinebaug Valley	Dr. Jane Carey	Assistant Professor / English
Three Rivers	Celeste Arrieta	Assistant Professor / Foreign Languages
Tunxis	Jennifer Wittke	Assistant Professor / Academic Strategies

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award (Connecticut Community Colleges)

Megan DeLivron
Gateway Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Eastern	Dr. Lauren Rosenberg	Associate Professor / English
Southern	Dr. Christine Unson	Associate Professor / Public Health
Western	Dr. Surekha Davies	Assistant Professor / History & Non-Western Cultures

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Surekha Davies
Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Naugatuck Valley	Christopher Tuccio	Assistant Professor / Science
Norwalk	Maria Buchta	Associate Professor / Academic Enrichment & First Year Experience
Three Rivers	Michael Stutz	Assistant Professor / Communication

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Christopher Tuccio
Naugatuck Valley Community College

BOARD OF REGENTS
FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Deb Pagnotta
Norwalk Community College
Adjunct Instructor / Speech and Communication

&

Nicolas Simon
Eastern Connecticut State University
Adjunct Faculty / Sociology

The Adjunct Faculty Teacher Awards are system-wide awards only. Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above. The other nominees were:

Dr. Beverly Wall	Charter Oak State College
Mark Walerysiak	Middlesex Community College
Bernard Fitzpatrick	Naugatuck Valley Community College
Michael Pascucilla	Southern Connecticut State University
Dr. Amy Hoffman	Tunxis Community College

BOARD OF REGENTS
FACULTY AWARDS
Selection Committees

The members of the respective Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

1) Cover Sheet
2) Letter of Nomination
3) Nominee's Reflective Statement
4) Letter of Support from one to three colleagues or students
5) Nominee's curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's nomination for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Laura Bower-Phipps* Southern CSU	Dr. Forrest Helvie* Norwalk CC	Teresa Russo** Gateway CC
Dr. Terence Cassidy* Tunxis CC	Dr. Julia Irwin* Southern CSU	Dr. Kristalyn Salters-Pedneault** Eastern CSU
Michele Coach* Asnuntuck CC	Dr. Margaret Johansson* Central CSU	Dr. Roxanne Tisch** Three Rivers CC
Dr. Neeta Connally* Western CSU	Dr. Julia Kara-Soteriou** Central CSU	Shelley Tomey* Housatonic CC
Dr. Michael Davis Central CSU	Carol LaLiberte** Asnuntuck CC	Dr. Chulguen Yang** Southern CSU
Michael Demers** Asnuntuck CC	Dr. Marie McDaniel** Southern CSU	Heidi Zenie** Three Rivers CC
Dr. Patrice Farquharson Charter Oak	Terence McNulty* Middlesex CC	Janet Zupkus* Naugatuck Valley CC
Dr. Teresa Foley* Asnuntuck CC	Dr. Mary O'Neill* Western CSU	
Dr. Nicholas Greco** Western CSU	Jamilet Ortiz** Housatonic CC	*recipient of a 2013-14 BOR Faculty Awards
Dr. Khaled Hammad** Central CSU	Christopher Rempfer** Naugatuck Valley CC	**recipient of a 2014-15 BOR Faculty Awards

ITEM

2016-2017 Sabbaticals approved by University Presidents.

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, the item is reported for information purposes (10a-34-3(e).

BACKGROUND

The sabbatical leaves for 2016-2017 approved by University Presidents have been submitted for the Board's information and are presented here in the attached memorandums from the Universities.

3/78/2016 – Academic & Student Affairs Committee
3/17/2016 – Board of Regents

OFFICE OF THE PRESIDENT
CCSU
Central Connecticut State University

MEMORANDUM

To: Mark Ojakian
President, Connecticut Board of Regents for Higher Education

From: Jack Miller
President, CCSU

Date: December 8, 2015

Re: Sabbatical Leave for 2016-2017

I have approved the following sabbatical leave for instructional faculty at Central Connecticut State University for the 2016-2017 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Abigail	Adams	Professor	Anthropology	More Than a Food Desert: An Ethnography of Food Movement and Insecurity in a Poor Urban New England Neighborhood	Spring 2017
Jay	Bergman	Professor	History	The French Revolutionary Tradition in Soviet Politics and Culture	Fall 2016
Matthew	Ciscel	Professor	English	Book Manuscript: "Global Languages and Local Functions: Locating Language Choices in Romania and Moldova"	Spring 2017
Christine	Doyle	Professor	English	Finding, Preparing and Telling Stories: The Why and the How	Fall 2016
Sheri	Fafunwa Ndibe	Professor	Art	Cross Cultural Connections: Exploration of New Processes in Yoruba Textile Patterns through Encaustic Painting	AY 2016-2017
Jessica	Greenebaum	Professor	Sociology	Vegans of Color: The Intersection of Veganism with Race and Identity	Spring 2017

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Tom	Hazuka	Professor	English	Two Chapters of the Book - A Summer That Can Change Your Life: A Historical Analysis of the CCSU Educational Opportunity Program	Fall 2016
Mark	Jones	Professor	History	The Rise of the Middle Class Nation: A History of 20th Century Japan	Fall 2016
Audra	King	Associate Professor	Philosophy	Transformative Development: Placing Structural Justice at the Heart of Development	Fall 2016
Jason	Sikorski	Assistant Professor	Psychological Science	Elucidating the Construct of Hyper-Masculinity in College Students	Fall 2016
Reginald	Simmons	Associate Professor	Criminology & Criminal Justice	Success Central Initiative: Addressing College Persistence of Latino and African-American Students at CCSU	Fall 2016
Brian	Sommers	Professor	Geography	Holocaust Studies Research Projects	Fall 2016
Leyla	Zidani-Eroglu	Associate Professor	English	Turkish Accusative Case Encodes Reference in Grammar	Fall 2016
Guy	Crundwell	Professor	Chemistry & Biochemistry	Synthesis and X-Ray Crystallography of *meso*-Tetrapyridyldiolchlorins and Tetraolbacteriochlorins - Optical properties and crystal structures of potential light-harvesting molecules.	Spring 2017
Mark	Evans	Associate Professor	Geological Sciences	Unraveling the Structural History of the Central Appalachians, Pennsylvania	Spring 2017
Patrick	Foster	Associate Professor	Technology & Engineering Education	Development of the industrial arts/technology education teacher preparation program at Central Connecticut State University	Spring 2017
Robin	Kalder	Professor	Mathematical Sciences	Daily Teaching Through Problem Solving Techniques	Spring 2017

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Thomas	Mione	Professor	Biology	Adding the Use of Molecular Marker to My CCSU Lab to Both Broaden the Techniques I Teach to Students and Understand the Biogeography of Mesoamerican Black Tomatoes	Fall 2016
Viatcheslav	Naoumov	Professor	Engineering	Preparation of Research Monograph "Construction and Chemical Non-Equilibrium in Power Generation Systems".	Spring 2017
David	Sianez	Associate Professor	Technology & Engineering Education	Mastercam Instructor Certification Process and Exam	Fall 2016
Bin (Brenda)	Zhou	Associate Professor	Engineering	Pre-university Outreach: Encouraging High School Students to Pursue STEM (Science, Technology, Engineering, and Mathematics) College Education	Fall 2016
Cherie	King	Associate Professor	Counselor Education and Family Therapy	Graduate Counselor Education Accreditation: Transition to the Future	Spring 2017
Monique	Durant	Associate Professor	Accounting	Introduction to Federal Income Tax Research	Spring 2017
Mary	McCarthy	Professor	Accounting	Do Pension De-Risking Strategies Increase Firm Value	Spring 2017

/rp

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

January 7, 2016

Mr. Mark Ojakian
President
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2016 – 2017 Sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty or enrich their teaching. I am confident that these Sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Elsa M. Nuñez
President

EMN/cld
Attachment

cc: Mr. Steven Weinberger, Vice President for Human Resources, BOR
Dr. Alice Pritchard, Chief of Staff, BOR
Dr. Dimitrios S. Pachis, Provost and Vice President for Academic Affairs
Dr. Carmen Cid, Dean, School of Arts and Sciences
Dr. Jacob Easley, Dean, School of Education and Professional Studies

Eastern Connecticut State University
Sabbatical Recommendations for Instructional Faculty
For Academic Year 2016-2017

Fall 2016 Semester

1. **Dr. Madeline Fugere**
   Psychology Department
   Conduct two research studies (1) investigating similarities and differences in mate characteristic preferences (for mates for adult offspring) among parents and their adult offspring and (2) creating a new scale to measure parental involvement in offsprings' mating decisions. Prior research indicates that parents and offspring disagree about the importance of mate characteristics for mates for those offspring. However, this research has assessed the opinions of **only** the offspring **or** their parents and uses measures which may lead both parents and children to overestimate conflicts. Furthermore, prior research attempting to measure parental influence uses scales which only assess explicit parental interference, leading to very low scores and very low variability in Western samples.

2. **Dr. Miriam Chirico**
   English Department
   Commissioned by Bloomsbury Methuen to write a scholarly book on Christopher Durang's plays. A one-semester sabbatic leave will enable me to complete the manuscript for the January 2017 deadline. Specifically, I plan to write, revise and edit the third and final draft of the manuscript, with the goal towards ensuring it meets scholarly, publication standards. Christopher Durang is one of America's leading contemporary playwrights, yet very little criticism has been written about him. In publishing this book, I will contribute a work of original scholarship to the field of dramatic criticism, contributing to Eastern's reputation as an institution that produces scholarly work. This project will also enhance my effectiveness in teaching literature and guiding student research.

3. **Dr. Joshua Idjadi**
   Biology Department
   In the last several decades, Caribbean coral reefs have become degraded, seaweed-dominated ecosystems due to a number of human-induced threats. In our field research, my students and I have tried to understand why seaweed-eating fish have allowed seaweeds to persist, preventing corals from recovering. 1) work with collaborators to gain expertise in nutritional and chemical analysis to complete this work and 2) write a manuscript that summarizes our experimental work on this project. This will allow me to enhance my course offerings while adding crucial knowledge to the debate on coral decline.

4. **Dr. Anthony Aidoo**
   Mathematics & Computer Science Department
   Travel to Ghana, Africa, to collaborate with faculty in the department of Computer Science, University of Ghana, on a data mining project. Data will be collected from three government agencies and analyzed using data mining methods based on fractional wavelets for streaming data. The primary outcome of this project will be an article-length manuscript to be submitted

to the journal Communications in Pure and Applied Mathematics for publication. Secondary outcomes include at least one professional paper to be submitted at the Annual Meeting of or Society of Industrial and Applied Mathematics.

5. **Dr. Stephen Ferruci**
   English Department
   Engage in collaborative, qualitative research with Dr. Susan DeRosa on the efficacy of multimodal writing pedagogies. The outcomes of the collaboration will enable us to 1) write and submit an article on how writers reimagine audiences and transfer rhetorical knowledge from print to multimodal writing genres; 2) write a multimodal writing textbook proposal and sample chapter and submit to Oxford UP; 3) continue research and revise a conference paper on how writing centers respond to student-produced multimodal texts. These projects address a gap in scholarly research on multimodal writing, enhance our pedagogical effectiveness and support Eastern's and ConnCSU's missions.

6. **Ms. Kristin Jacobi**
   Library Services
   Collaborate with The Grand Canyon National Park Research Library on the use of metadata for online access to important reference documents to facilitate the Park's mission of making its resources available to the public and preserving them for future generations. The project entails hands-on work in digital information management with emerging cataloging technologies. Current knowledge of traditional cataloging will be expanded to new fields. Upon the return to campus, it will be possible to put this new knowledge to immediate use for the CSCU Libraries.

7. **Dr. Susan De Rosa**
   English Department
   Engage in collaborative, qualitative research with Dr. Susan DeRosa on the efficacy of multimodal writing pedagogies. The outcomes of the collaboration will enable us to 1) write and submit an article on how writers reimagine audiences and transfer rhetorical knowledge from print to multimodal writing genres; 2) write a multimodal writing textbook proposal and sample chapter and submit to Oxford UP; 3) continue research and revise a conference paper on how writing centers respond to student-produced multimodal texts. These projects address a gap in scholarly research on multimodal writing, enhance our pedagogical effectiveness and support Eastern's and ConnCSU's missions.

<u>Spring 2017 Semester</u>

8. **Dr. Cara Bergstrom-Lynch**
   Sociology, Anthropology & Social Work Department
   Conduct research in the field of intimate partner violence (IPV), which is considered a crisis both globally and domestically. In the year preceding the sabbatical, collaboration with the Connecticut Coalition Against Domestic Violence (CCADV) and Meriden-Wallingford Chrysalis, Inc. will take place to conduct focus group research with the goal of improving services for survivors across the state. Sabbatical leave will be used to analyze these data, share the findings with the stakeholders, write and submit an article to a peer-reviewed journal, pursue IPV advocacy training, and do advocacy work. Additional benefits include advancing teaching, research, and community engagement, which will ultimately benefit our students and the CSCU community.

9. **Dr. Ricardo Perez**
   Sociology, Anthropology & Social Work Department
   Continue working on a book manuscript, tentatively entitled *Authentically Global: Cuban Culture and Economy in the Age of Mass Tourism*. The manuscript is based on ongoing research in Cuba and will examine the development of Cuba's tourism industry from the 1990s to the present. Publication of the book manuscript by the University Press of Florida will bring this extended research to a successful conclusion; research that has been supported by the Connecticut State University System in prior years. Enhancing the curriculum and teaching materials is an added benefit of this research.

Southern Connecticut State University
SCSU
Mary A. Papazian, Ph.D.
PRESIDENT

December 18, 2015

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2016 – 2017 academic year:

Full Year at Half Pay **August 2016 – May 2017**

Rex Gilliland, Associate Professor, Philosophy

Dr. Gilliland's sabbatical will enable him to complete the final draft of a 7 chapter book manuscript tracing the development of the concept of human creativity from the ancient world to the present day. He argues that the concept of human creativity first emerged in the Muslim golden age and was influenced by ancient notions of divine creation and reproductive imagination. It reappeared during the European renaissance and the modern associationist and intuitionist conceptions of creativity emerged in the 16th-18th centuries. Initially seen as narrow and insignificant, human creativity is now credited with major contributions to art, science and technology.

Steven Larocco, Professor, English

Dr. Larocco's sabbatical project entails completing and revising a book manuscript on forgiveness. The book entails a multidisciplinary exploration of what forgiveness *is* and how it functions, rather than what it *ought* to be. The main claim is that forgiveness operates as a social mechanism to repair relationality outside prevailing expectations of normative reciprocity and beyond justice. It does so by working bidirectionally to appease memory and modulate reactive negative emotion.

Lisa Vitale, Associate Professor, World Languages & Literatures

The significance of Dr. Vitale's book project is to bring to light an aspect never before studied about Saint Catherine of Siena: that she was a poet. Authenticating the authorship of two unpublished poems will prove the literary aspect of her work. They will challenge the way literary scholars, historians, and theologians have traditionally viewed Saint Catherine. The publication of her book completed under the auspices of Southern Connecticut State University will begin a discourse about new ways of envisioning the relationship between the religious and the secular, the oral and the written, the saint and the poet.

Half Year at Full Pay **Fall Semester** **August 2016 – December 2016**

Rosemarie Conforti, Associate Professor, Media Studies

Dr. Conforti's sabbatical will be a qualitative study that proposes to contribute to the current scholarship on global media literacy education (MLE) initiatives. The three MLE centers in Yerevan, Armenia are sites of active MLE efforts yet there has been little academic reporting about them outside of Armenia and they have not been systematically studied in comparison to MLE standards in the U.S. She plans to collect data and conduct a study of these three centers by applying the five foundational concepts for the examination of MLE scholarship and practice as identified by Cappello et.al. This study will broaden and strengthen understanding of global MLE pedagogical philosophies and practice.

Jennifer McCullagh, Associate Professor, Communication Disorders

Dr. McCullagh's areas of interest have been in central auditory processing disorders (CAPD) and diagnostic audiology. Her work is applied, clinical research targeted at obtaining information about how the auditory nervous system processes acoustic information. More recently, her research has focused on how auditory processing impacts higher-level processing, like language, reading and memory. The purpose of Dr. McCullagh's sabbatical leave is to further investigate auditory memory abilities in children who are evaluated for CAPD. The project has great potential to positively impact her course content, clinical practice, and scholarly pursuits as well as the broader speech-language pathology and audiology communities.

Marie Basile McDaniel, Assistant Professor, History

Examination of the historical contexts and social circumstances of cases of sexual abuse within religious institutions in Early America, in order to elucidate on early American systems of power, the intersection of religion and sexuality, and provide historical context for institutional approaches to sexual abuse. Dr. McDaniel's sabbatical will allow her to focus on the sustained research phase of the project: collecting and analyzing the sexual abuse cases. The end result will be a peer-reviewed monograph published with an academic press by 2020.

Timothy Parrish, Professor, English

Professor Parrish will use his sabbatical to read relevant novels and memoirs and to draft a novel titled *MIMWAR!* The books that he will read experiment with the genre of memoir in similar ways to his planned novel. The novel's narrator will claim to be writing a memoir and will, in part, use conventional "I" narration. However, the narrator will also assume the third-person points-of-view of other characters, claiming that this imaginative leap is the only way he can get to the "full truth" of his experience. The novel will experiment with blending the genres of fiction and nonfiction.

Lystra Richardson, Professor, Educational Leadership

Dr. Richardson's sabbatical builds on several years of teaching, conceptualizing, and field-testing an approach for effectively educating school leaders in instructional leadership skill development and transfer to their workplace. Her project comprises conducting training workshops and research on Instructional Leadership for participants on three campuses of the Federal Institute of Rondonia in San Paulo, Brazil. Dr. Richardson's research will entail collecting data on the appropriateness and implementation challenges of the training for the Brazil cultural context. She plans to analyze the data and develop conference presentations and publications.

Todd Rofuth, Professor, Social Work

Dr. Rofuth's sabbatical will produce two books under signed contracts with the Springer Publishing Company: *Leadership in Social Work and Management in Social Work Administration.* The Leadership book will provide material that will develop effective leaders in social work. This book will contain 16 chapters. The Management book will contain 13 chapters and will focus on developing effective managers in social work organizations and will provide a knowledge base and theory from which to develop multiple management skills. Both books will contain case examples, experiential practice exercises, and a list of competencies and practice behaviors associated with learning outcomes.

Dana Schneider, Associate Professor, Social Work

Individuals who are homelessness often experience alienation, dislocation, and increased vulnerability to trauma, mental health problems and substance abuse. Stories of strength and resilience often remain unheard. Dr. Schneider's sabbatical is a community based participatory research project between the Social Work Department and Marrakech, Inc. are to provide an opportunity for individuals who are homeless to share their stories, examine themes of resilience and compassion within these stories, disseminate stories and findings to the greater community for educational and advocacy purposes, and enhance university-community partnership to address the needs of individuals who are homeless in New Haven.

Dana Sonnenschein, Professor, English

Dr. Sonnenshcein's sabbatical will be used to complete a book of poems focused on literal and metaphorical fiber: women's lives as revealed by the textiles the produce, their experience of making such things, their relationship to fabrics and clothing, and their bodies. The manuscript will center on human experience, relationships, and identity: women make things for others and construct their identities through relationships; they think while their hands are busy.

Derek Taylor, Associate Professor, Communication

Professor Taylor's sabbatical will consist of four short experimental documentary films exploring the four natural classical elements (Earth, Water, Air & Fire) as they relate to landscape. The films will be integrated into a multi-screen film and video installation/projection in a gallery space and will also function a four individual films to be submitted to film festivals and other screening spaces. The films will be shot in four distinct U.S. locations, roughly equidistant from one another, which are emblematic of a specific element, with the films being perceptions of the natural world in cinematic form.

Judith Terpstra, Associate Professor, Special Education/Reading

Dr. Terpstra's sabbatical will be used to write a book that is a text book and a practical guide for working with behaviors in schools. A book that includes both individual and class-wide strategies and their practical use in school settings is currently not available and the need will be filled through this project. When preparing special educators and supporting new teachers it is essential that they gain practical knowledge in working with children with behavioral challenges in all settings. Without this knowledge and skills for teachers, students may not be included in general education at an appropriate level.

Half Year at Full Pay **Spring Semester** **January 2017 – May 2017**

Charles Baraw, Assistant Professor, English

Dr. Baraw will use his sabbatical to complete 2 articles, "The Poetics of Tourism and The Rise of American Authorship" and "'The Itinerant Story-teller': Travel and Authorship in Hawthorne's Early Career." These articles demonstrate how reading, writing, and touring become analogous activities; these mutually related types of contact through which texts, readers, and places are made meaningful by conscious acts of interpretation. His articles show how Hawthorne and other nineteenth-century writers self-consciously use "the poetics of tourism" to invent new ways of reading, new literary forms, and new ways of perceiving the world. Both articles will become part of his book.

Glenda DeJarnette, Professor, Communication Disorders

The purpose of Dr. DeJarnette's sabbatical is to seek evidence to support the Human Cognition Cultural Values Model by examining traits of pragmatic language behavior in African American English users. Focusing on speech acts and narrative discourse found in written texts from 1700-present. Digital text will be collected and classified using the HCCVM. A database will be constructed containing the coded corpus. The corpus will be divided into epochs and epochs into generations and statistical analyses and tools of evolutionary dynamics will be used to trace changes across timelines. The robust databases and analyses will be shared at international and national conferences and manuscripts for publication.

Jerry Dunklee, Professor, Journalism

Professor Dunklee's sabbatical will be used to expand his knowledge of religion and the First Amendment. He wishes to create podcasts/vodcasts to create a deeper base of information for students and others to understand this basic element of American freedom. Professor Dunklee will refine the chapter on freedom of religion in the textbook, "The Power of Free Expression in America" co-authored with Professor Frank Harris III. Religion is always controversial and court rulings and practices have an important effect on the lives of citizens. The project will extend his research into the impact of the primary element of the First Amendment on the political and social culture in the U.S.

Joseph Fields, Professor, Mathematics

Dr. Field's proposes to write a textbook for a Junior/Sophomore level Linear Algebra course. This book will be made freely available to students and will be published under the GNU free documentation license (GFDL). All of the computer files that go into making the typeset book will be publically available and anyone is free to use them to create new or derivative works provided that they are also licensed under the GFDL.

Sanja Grubacic, Associate Professor, Economics & Finance

Dr. Grubacic's sabbatical will enable her to engage in writing a manuscript on Exchange Rate Management in Advanced Transition Economics. The project involved gathering, analyzing, and preparing for publishing the new empirical evidence on the working of foreign exchange markets in several European economies. The analysis intends to contribute to a theoretical literature on the importance of foreign exchange markets and exchange rate management in achieving a country's internal and external balance. This will strengthen her professional and teaching competence in the field of international finance. Dr. Grubacic also plans to expand her syllabi by developing a new topic on exchange rate management in selected countries used as case studies.

Raymond Mugno, Professor, Mathematics

Dr. Mugno will use his sabbatical to write a text book for intermediate statistics classes such as MAT 221. The text book will be open-source.

Patricia Olney, Professor, Political Science

Dr. Olney's sabbatical will be used to update, revise and present two unpublished conference papers that will serve as the foundation for a 120 to 150-page book manuscript. She argues that Mexico's recent electoral reforms that paved the way for independent candidates like recently elected Governor "El Bronco" are weakening it's already fragile party system in ways that allow for the increased penetration of organized crime and the perpetuation of authoritarianism.

David Petroski, Associate Professor, Communication

Dr. Petroski's sabbatical will be an exploratory study that incorporates a content analysis of tabletop "story game" rule sets and discourse analysis of online game developer community discussions to provide a framework for understanding the use of games in a learning context. The primary focus will be on understanding the ways in which rules serve to structure the instructional communication and classroom interaction.

Melvin Prince, Professor, Marketing

Dr. Prince's sabbatical will investigate the complex of cultural value, gender roles and moral foundations as antecedents to consumer cosmopolitanism in Germany, Austria, Denmark, Slovakia and United Kingdom. The study hypothesizes that each of these antecedents as modeled predicts the dependent variable. Study findings will be revisited for theoretical and managerial implications, as well as for future research directions.

Carlos Torre, Professor, Elementary Education

Dr. Torre will use his sabbatical to expand on previous work with a specific focus on challenges educators encounter when attempting to improve low-performing schools, by providing a "relational model", i.e., a framework of the process through which people's relationships and interactions are given at least equal consideration along with the "content", modalities, and direction of decisions made. The research would consist of a literature review; recorded interviews; Skype interviews; consultations with education colleagues; focus groups; revising previous publications and in-process writings to reflect current education theory and practice. The outcome would be a substantial manuscript for publication.

Sincerely,

Mary A. Papazian
President

cc: B. Bergeron, Provost and Vice President of Academic Affairs
M. Rozewski, Executive Vice President, Finance and Administration
J. Bailey, Chief of Staff and Vice President for Organizational Development

OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: December 14, 2015

Re: Sabbatical Leaves 2016-2017

Below you will find my recommendations for the 2016-2017 sabbatical leaves for WCSU's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Kristin Aronson
Philosophy & Humanistic Studies Department
Fall 2016 & Spring 2017

Dr. Aronson's proposal is to develop a text that extracts Henry David Thoreau's journals in an effort to describe and map his thinking about nonhuman beings. The research and resulting publication will make an important contribution to Thoreau studies, benefit our students and enrich the university's profile.

J. P. Boyle
Physics, Astronomy & Meteorology Department
Spring 2017

Dr. Boyle's proposal has two components: enhance faculty knowledge and skills relative to remote sensing and image processing; and organize and re-evaluate existing data collected during a CSU-AAUP grant, 'Development of an ocean surface heat flow sensor,' and prepare for publication. These projects will directly improve instruction in the department and enhance our academic reputation.

Jay Brower
Communication & Media Arts Department
Fall 2016

Dr. Brower's research will focus on articulating a critical-historical approach to communication theory for undergraduate students. The research and resulting text from this project will directly enhance communication classes and student learning.

181 WHITE STREET, DANBURY, CONNECTICUT 06810 WWW.WCSU.EDU
(203) 837-8300 OFFICE (203) 837-8283 FAX CLARKJ@WCSU.EDU

Jennifer N. Duffy
History & Non-Western Culture Department
Fall 2016

Dr. Duffy plans to research the history of the riots that occurred in New York City during the 1977 blackout. Understanding the variables that contribute to conditions that create a riot will have implications to our knowledge in our current environment, will draw substantial interest from our students and benefit the university's academic profile.

Nicholas Gallucci
Psychology Department
Fall 2016

During his sabbatical, Dr. Gallucci will carry out research intervention in the substance abuse prevention area among college athletes. This study will have a direct benefit to our students, our athletic department as well as all college athletic programs.

Laurel Halloran
Nursing Department
Fall 2016

Dr. Halloran has proposed to develop a set of four or five digital stories that explain why preceptors accept nurse practitioner students. This project will generate presentations and publications, and in turn, will expand opportunities for preceptor experiences and the Master's Program.

Christopher L. Kukk
Social Sciences Department
Spring 2017

During his leave, Dr. Kukk plans to research, catalog, analyze, and publish about the effects of having compassion-centered programs across societies, cultures and political economic systems. All educators and students would benefit from the insights that Dr. Kukk's book would provide.

Pamela D. McDaniel
Theatre Arts Department
Spring 2017

Ms. McDaniel plans to survey the League of Resident Theatres to use as a catalyst towards the creation of an MFA in Arts Management/Entrepreneurship degree at Western. This project will also allow her to make important local, regional and international contacts with theatre professionals that can benefit our students as they enter the highly competitive theatrical workforce.

Charles Mullaney
Justice & Law Administration Division
Spring 2017

During his sabbatical leave, Professor Mullaney plans to organize and synthesize 20 years of field research notes on the so-called 'troubles' in Northern Ireland. He then plans to prepare a

manuscript whose working title is *Human Rights Abuses in Northern Ireland: Selected Cases*. Bringing this work to completion will benefit our students and help the Division's evolving focus on international perspectives in justice.

Michael E. Nolan
History & Non-Western Culture Department
Spring 2017

Dr. Nolan's project concerns the Siege of Verdun and its historical memory in Germany and France. With the publications likely to result from his sabbatical, it will also enhance Dr. Nolan's contribution to the classroom and also raise the visibility of Western in a wide variety of academic and institutional settings.

A. Ben Oumlil
Marketing Department
Fall 2016

The goals of Dr. Oumlil's application is to research and expand our understanding of the consumer behavior orientations in the globalization process of markets. He also plans to seek opportunities for study abroad programs for our business undergraduate and graduate students. His proposal to pursue relationships with international academic partners has the potential to advance the Marketing Department, the Ancell School of Business and Western.

Oluwole Owoye
Social Sciences Department
Spring 2017

Dr. Owoye's sabbatical leave will be used to work on a research paper tentatively titled: *The Effect of Leadership on African Development*. This paper will investigate the effect of leadership on African development in the 1960's when many African countries gained independence. Research scholars and students will greatly benefit from the added insights that Dr. Owoye's project will provide.

Patrick Ryan
Writing, Linguistics & Creative Process Department
Spring 2017

Professor Ryan plans to research, write and publish a book on *Lipan Apaches and the Battles for Texas' Independence* and several related journal articles. This project, along with disseminating knowledge about long-neglected events in American history, will greatly benefit our students and enhance the university's reputation.

c: F. Cratty, WCSU Assoc. VP, Human Resources
E. Fitzgerald, ConnSCU BOR Affairs
J. McBride Gates, WCSU Provost/VP Academic Affairs
M. Palica, WCSU Academic Leave Committee Chair
S. Weinberger, ConnSCU BOR, Human Resources

Founded in 1885

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

OFFICE OF BOARD AFFAIRS
JAN 12 2016
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Salem State University

DAVID P. ANGEL, Vice Chair (2018)
Clark University

JEFFERY R. GODLEY (2016)
Groton, CT

JAY V. KAHN (2016)
Keene State College

WILFREDO NIEVES (2016)
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G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

DAVID QUIGLEY (2018)
Boston College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

President of the Commission
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January 8, 2016

Mr. Nicholas Donofrio
CT Board of Regents
39 Woodland Street
Hartford, CT 06105

Dear Mr. Donofrio:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of December 28, 2015 to President Núñez notifying him of the action taken by the Commission at its September 2015 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

BEB/sjp

Enclosure

cc: President Núñez

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

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December 28, 2015

Dr. Elsa M. Núñez
President
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226-2295

Dear President Núñez:

I am pleased to inform you that at its meeting on September 25, 2015 the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Eastern Connecticut State University and voted to take the following action:

that the interim (fifth-year) report submitted by Eastern Connecticut State University be accepted;

that the comprehensive evaluation scheduled for Fall 2020 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2020 evaluation give emphasis to the institution's success in:

1) implementing its planning process which informs resource allocation;

2) meeting its goals for undergraduate enrollment, retention, and graduation rates;

3) using the results from the assessments of its academic and student support services programs for improvement.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Eastern Connecticut State University was accepted because it responded to the concerns raised by the Commission in its letter of May 31, 2011, addressed each of the eleven standards, and included a reflective essay on student learning and success.

The Commission commends Eastern Connecticut State University (ECSU) for a thorough and well-written report. The Commission notes with approval

the University's significant progress in developing methods to assess ECSU's liberal arts core curriculum and using the results for improvement. Notable efforts include the internal collaboration of the Liberal Arts Program Committee with the University Assessment Committee, analysis of results from core curriculum and First Year program assessments, and participation in the State Higher Education Executive Officers Association/American Association of Colleges and Universities: Multistate Collaborative through which faculty from other institutions objectively assess ECSU students' work. Improvements resulting from the use of assessment results include changes in the First Year Program/Experience in health and wellness, an increased emphasis on information literacy in introductory courses, and changes to requirements and policies in the liberal arts program. We also note with favor the steps taken by Eastern Connecticut State University to ensure that the size and composition of its faculty are appropriate for the mission of the University and sufficient to maintain and enhance the quality of the academic programs. The number of tenured and tenure-track faculty has increased by 12% in the last three years, while reliance on part-time faculty has decreased from 21% to 17%. We commend the University for its efforts to enhance and support faculty teaching and effectiveness by creating the Office of Professional Development. We note with favor the establishment of procedures to enhance the management and quality of online offerings, such as development of an online course policy, creation of an Online Course Subcommittee of the University Curriculum Committee, and implementation of online course approval and evaluation processes. We are pleased to learn of ECSU's efforts to effectively coordinate and implement evidence-based planning across the institution by aligning the strategic plan with campus-wide plans, using its intranet for collection and dissemination of evaluative data, and simplifying planning processes; this work is facilitated by the newly appointed Strategic Plan Assessment Coordinator. We are encouraged that ECSU reports it has been "strengthened" by the shift in funds from the system office to the campuses, as demonstrated by an increase in state funding for operations from $38 million to $46 million from FY2012 to FY2014 and budget lines for faculty in new majors and for positions in counseling and advising. We note with favor the financial stability of Eastern Connecticut State University with net assets of $275 million in FY2014.

The Commission notes with approval the revision of ECSU's mission statement to better reflect its designation as the state's only public liberal arts institution and the "close alignment" of its institutional strategic plan with that being developed at the system level. We are pleased to learn that the University has implemented initiatives to enhance its student management system, increase the library's electronic resources, provide information literacy instruction in all introductory English classes and, in response to a student-faculty survey, has increased library weekend hours and the number of public-use computers. In addition, efforts to improve instructional and living space are underway as demonstrated by the anticipated opening of the Fine Arts building in 2016 and other as renovations to existing academic buildings and residence halls.

The Commission also commends Eastern Connecticut State University for its well-developed reflective essay detailing its attention to and prioritization of student success and its extensive use of data to support its claims, inform the allocation of resources, and improve its programs and services. Notably, the institution's six-year graduation rates have increased by six percentage points since 2010 with the current graduation rate at an "all time high" of 56%. We appreciate ECSU's candor in recognizing the need to improve first-year student retention rates and its strong commitment to a campus-wide approach to enhance student engagement. The University responded to detailed institutional data on attrition with considerable effort, devoting resources and establishing several focused initiatives. These include the creation of a centralized Academic Services Center in the library, a four-stage advising model, targeted advising cohorts, changes to the first-year program, discipline-specific learning communities, improved financial aid practices, a focus on student life, and an "exploratory major designation" that provides an

opportunity for undeclared students to explore different majors while working closely with an academic advisor.

The scheduling of a comprehensive evaluation in Fall 2020 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are three matters related to our standards on *Planning and Evaluation, Financial Resources, Students* and *The Academic Program.*

We commend Eastern Connecticut State University for its collaborative approach to the implementation of its five-year strategic plan which is aligned with resource allocation and budget processes. The oversight committee, co-chaired by the President and a faculty member, with input from the vice presidents, has helped improve communication on the progress of action steps and agreed-upon metrics, as well as decision-making that makes effective use of data to identify and prioritize strategic goals. The Fall 2020 report will afford the institution an opportunity to update the Commission on its continued progress in implementing its comprehensive planning and resource allocation processes. Our standards on *Planning and Evaluation* and *Financial Resources* provide guidance here:

> Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).
>
> The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit (9.9).

As acknowledged in its interim report, Eastern Connecticut State University's demographic of incoming first-time students has remained unchanged, and the University is actively responding to the trend of declining enrollments seen at all the Connecticut state universities. We are pleased to learn of ECSU's efforts to attract and retain students by improving its admissions and financial policies, developing new undergraduate programs aligned with the strategic plan, implementing "best practices" retention initiatives, and reinvigorating the Enrollment Management Committee. We look forward in Fall 2020 to receiving evidence of the success of the institution's efforts to improve its enrollment, retention, and graduation rates. We remind you of our standard on *Students*:

> Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students (6.1).
>
> The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success (6.5).

> The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).
>
> Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement (6.9).

The Commission is gratified to learn of Eastern Connecticut State University's commitment to "refine the use of data and technology" to identify students' needs, for academic support and student services and to assess the effectiveness of those services. We ask that the Fall 2020 self-study give emphasis to the University's success with these initiatives in keeping with our standards on *Planning and Evaluation, The Academic Program,* and *Students:*

> Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness (2.2).
>
> The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).
>
> Institutions with stated goals for students' co-curricular learning systematically assess their achievement (6.20).

The Commission expressed appreciation for the report submitted by Eastern Connecticut State University and hopes that 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. Nicholas Donofrio. 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,

Patricia Maguire Meservey

Patricia Maguire Meservey

PMM/sjp

Enclosure

cc: Mr. Nicholas Donofrio

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November 17, 2015

Dr. Mary Ellen Jukoski
President
Three Rivers Community College
574 New London Turnpike
Norwich, CT 06360

Dear President Jukoski:

I am pleased to inform you that at its meeting on September 25, 2015, the Commission on Institutions of Higher Education considered the progress report submitted by Three Rivers Community College and took the following action:

that the progress report submitted by Three Rivers Community College be accepted;

that the interim (fifth-year) report scheduled for consideration in Fall 2017 be confirmed;

that, in addition to the information included in all interim reports, as well as the matters specified in our letter of October 10, 2014, the institution give emphasis, in the Fall 2017 report, to its continued success in:

1. achieving enrollment goals and maintaining financial resources sufficient to support its mission in light of the reorganization of higher education governance and level of funding by the State of Connecticut;

2. continuing to build capacity to support its use of evidence and data to make improvements throughout the College;

that the comprehensive evaluation scheduled for Fall 2022 be confirmed.

The Commission gives the following reasons for its action.

The progress report submitted by Three Rivers Community College was accepted because it was generally responsive to the concerns raised by the Commission in its letter of April 29, 2013.

We are gratified to learn from the report that Three Rivers Community College (TRCC) is making progress in each of the five matters specified by the Commission. We are pleased to note that, in support of Connecticut Public Act 12-40 (PA 12-40), TRCC has implemented a three-tiered system of integrating developmental English and math into its college-level curricula and, to facilitate student success, TRCC hired 12 part-time English and math tutors who are "embedded" into courses. Further, it is noteworthy that preliminary assessment results indicate that students in the "integrated" courses are transitioning into college-level courses at a faster rate than students in the developmental course sequence used prior to PA 12-40. The report also documents that TRCC is making strides in its assessment efforts as evidenced by activities including the College's participation in the Spring 2015 Community College Survey of Student Engagement and the Multi-State Collaborative to Advance Learning Outcomes Assessment initiative, and the use of program review data to improve its academic programs. Further, the College is to be commended for reducing its deferred maintenance requirements, estimated at $1.4 million in FY2014, to $257,400 in FY2015 by using a mix of CSCU-system deferred maintenance and Transform 2020 bond funds. Finally, we are pleased to learn that the Institutional Research Director is now part of the President's Cabinet and, in addition to sponsoring professional development initiatives to improve faculty confidence and competence in assessment processes, the institutional research office is actively engaged in developing and implementing comprehensive assessment plans to improve the use of evidence and data throughout the institution.

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 and the items specified for attention in the Commission's letter of October 10, 2014, the College is asked, in Fall 2017, to report on two matters related to our standards on *Students, Financial Resources*, *Planning and Evaluation,* and *The Academic Program.*

We understand from the report that TRCC experienced a decline in enrollments between FY2012 and FY2014 during which time FTE enrollments decreased an average of 7.5% each fall and 10.7% each spring. Although the College was able to manage costs in such areas as vendor services, energy, and course scheduling, the loss of tuition combined with increased operating fund expenses "significantly strained Three Rivers' budget." To offset the decline in enrollment and the increase in operating expenses, TRCC will continue to look for opportunities to increase efficiencies, and the ConnSCU Board of Regents approved tuition increases of 5.25% in FY2014, 2% in FY2015, and 4.8% in FY2016. In addition, the Board established "Effectiveness Teams" to identify areas where consolidation across the system "makes sense and emphasizes system priorities," and TRCC will receive "non-recurring" funding in the amount of $1.29 million for FY2015 and $1.35 million for FY2016. In keeping with our standards on *Students* and *Financial Resources*, the interim report submitted in Fall 2017 will afford the College an opportunity to update the Commission on its success in achieving its enrollment goals and maintaining financial resources sufficient to support its mission in light of the reorganization of higher education governance and funding by the State of Connecticut:

> Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students (6.1).
>
> The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its

mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (9.1).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students. The governing board reviews and approves the institution's financial plans based on multi-year analysis and financial forecasting (9.3).

We share the institution's concern that with continued decreases in state appropriations and more upcoming major initiatives, it will be a "challenge" for TRCC to continue to build capacity to support its use of evidence and data to make improvements throughout the College. As noted above, we acknowledge the progress the College is making toward conducting data-driven assessment at all levels within the institution and we ask that the Fall 2017 interim report include an update on the institution's continued progress in this area. Our standards on *Planning and Evaluation* and *The Academic Program* are relevant here:

The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods (2.5).

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding what and how students are learning and using the results for improvement has the support of the institution's academic and institutional leadership and the systematic involvement of faculty (4.51).

Finally, the scheduling of a comprehensive evaluation in Fall 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Three Rivers 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. Nicholas M. Donofrio. 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.

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December 28, 2015

Mr. Edward D. Klonoski
President
Charter Oak State College
55 Paul J. Manafort Drive
New Britain, CT 06053-2142

Dear President Klonoski:

I write to inform you that at its meeting on November 20, 2015, the Commission on Institutions of Higher Education considered the report submitted by Charter Oak State College regarding its plans to offer an online Master's degree in Organizational Effectiveness and Leadership and voted to take the following action:

> that the College's request to offer an online Master's degree in Organizational Effectiveness and Leadership be denied;
>
> that, should Charter Oak decide to resubmit its proposal to offer an online Master's degree in Organizational Effectiveness and Leadership after the 2016 *Standards for Accreditation* are adopted, the College provide information to specify:
>
> 1. how students who are awarded credit for prior learning experience will progress through the program as a part of a cohort, with emphasis on assuring that courses will be available to accommodate all students upon completion of the first course;
>
> 2. learning outcomes for each of the eleven courses in the Master's in Organizational Effectiveness and Leadership program.

The Commission gives the following reasons for its action.

The request of Charter Oak State College (COSC) to offer an online Master's degree in Organizational Effectiveness and Leadership (MOEL) was denied because the proposal is inconsistent with the Commission's standard on *The Academic Program*, which states:

> Credit for prior experiential or non-collegiate sponsored learning is awarded only at the undergraduate level with appropriate oversight by faculty and academic administration (4.35).

> The institution accepts graduate credit in transfer on a strictly limited basis to preserve the integrity of the degree awarded (4.47).

According to the proposal Charter Oak will award "up to 15 transfer credits and/or up to 15 credits through assessment" to students who enroll in the proposed 33-credit Master's in Organizational Effectiveness and Leadership program. The *Standards for Accreditation* do not provide for the award of credit for prior experiential learning at the master's level, and the Commission deems that the acceptance of "up to 15 transfer credits" into a 33-credit master's degree program is inconsistent with the "strictly limited" language of paragraph 4.47. For these reasons, the standard is not met.

We remind you that the Commission is in the process of revising its 2011 *Standards for Accreditation,* and it is likely that the 2016 *Standards for Accreditation* – scheduled to be adopted by the Commission in January 2016 with an effective date of July 1, 2016 – will include language that provides for the award of credit for prior experiential learning at the master's level; the language specifying that transfer credit should be accepted on a "strictly limited basis" at the graduate level is likely to remain. Should COSC decide to resubmit its proposal for the MOEL program after the 2016 *Standards for Accreditation* are adopted, we ask that the College provide clarification about two matters related to our standard on *The Academic Program.*

According to the proposal, the eleven-course online MOEL program will be implemented using a cohort model. We understand that all students in a given cohort (20 students are projected in the first cohort) will attend the first course which is designed to orient students to the program. The report did not specify, however, how students who are awarded "up to 15 credits" for prior learning will progress through the program as a cohort, nor was it clear that courses will be developed and available to meet the needs of students after the first course is completed. Should the College resubmit its proposal to offer the online Master's degree in Organizational Effectiveness and Leadership, we ask that it include clarification on how students who are awarded credit for prior experiential learning will progress through the program as part of a cohort. We also seek assurance that courses will be available to accommodate all students upon completion of the first course, regardless of the number of credits they are awarded for prior learning, as evidence that "policies and procedures for the award of credit for prior or experiential learning are clearly stated and available to affected students" (4.35). Our standard on *The Academic Program* will provide additional guidance here:

> Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning (4.6).

The proposal included program learning outcomes and learning outcomes for four of the eleven courses that will be offered in the proposed MOEL program. As evidence that COSC is prepared to evaluate students' prior knowledge from the point of the first application, we ask that the proposal be updated to include learning outcomes for each of the eleven courses in the MOEL program. Our standard on *The Academic Program* is relevant here:

> The evaluation of student learning or achievement and the award of credit are based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied. They are appropriate to the degree level at which they are applied (4.33).

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. Nicholas Donofrio. The institution is free to release information about this 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,

Patricia Maguire Meservey

PMM/sjp

Enclosures

cc: Mr. Nicholas Donofrio