CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, February 5, 2021 at 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at: https://youtu.be/nDm6Qeeg-84

1. Approval of Minutes
   a. December 4, 2020 – *Page 1*

2. <u>Consent Items</u>
   a. Discontinuations
      i. Child and Youth Concentration within General Studies Major **–** BS – Charter Oak State College – *Page 11*

3. <u>Action Items</u>
   a. Continued Accreditation of a Licensed Program
      i. Gerontology – Official Certificate Program (OCP) – Central CT State University- *Page 17*
      ii. Software Engineering – MS – Central CT State University – *Page 29*

   b. Modifications
      i. Nurse Educator – Post Master's Certificate – Southern CT State University [Modification of Instructional Modality] – *Page 38*
      ii. Nurse Educator – MS in Nursing – Southern CT State University [Modification of Instructional Modality] – *Page 41*
      iii. Clinical Nurse Leader – Post Master's Certificate – Southern CT State University [Modification of Instructional Modality] – *Page 44*
      iv. Clinical Nurse Leader – MS in Nursing – Southern CT State University [Modification of Instructional Modality] – *Page 47*
      v. Therapeutic Recreation – C2 Certificate – Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality] – *Page 50*

   c. Suspensions
      i. Music Education – MS – Western CT State University – *Page 63*

   d. New Programs
      i. Special Education – MS – Eastern CT State University – *Page 66*

   e. Mid-Year (2020-2021) Tenure Recommendations
      i. Southern CT State University – *Page 79*

   f. BOR Policy - Use of a Preferred First Name and Execution of Changes to Legal Name by Students – *Page 82*

   g. Academic Programming Approval Policy – *Page 86*

4. <u>Informational Items</u>
    a. CSCU Sabbatical Leaves

    b. CSCU Recommendations for Emeritus Status

    c. Below Threshold

    d.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – December 4, 2020
9:30 a.m. – Conducted via Remote Participation

MINUTES

Regents Present:	Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Colena Sesanker
Regents Absent:	None
Staff Present:	Jane Gates, Alison Buckley, Gayle Barrett, Kevin Corcoran, Pam Heleen, Ken Klucznik, David Levinson, Tanya Millner, Pat Ryiz, Mike Stefanowicz
Other Attendees:	Shirley Adams (COSC), Missy Alexander (WCSU), Carrie Andreoletti (CCSU), Ethan Balk (WCSU), Eleanor Bloom (HCC), Kem Barfield (TRCC), Joe Cullen (QVCC), David Dauwalder (CCSU), Ellen Durnin (SCSU) Nicholas Edgington (SCSU), Marianne Fallon (CCSU), Amy Feest (TxCC), Jill Flanigan (MxCC), Bruce Kalk (SCSU), Mark Kosinski (GCC), Minjae Lee (SCSU), Sharale Mathis (MxCC), Trudy Milburn (SCSU), Joan Palladino (WCSU), Brooke Palkie (COSC), Robert Prezant (SCSU), Greg Robbins (SCSU), Bill Salka (ECSU), Fatma Salman (MCC), Elena Schmitt (SCSU), Emily Stevens (WCSU), Sheri Valentin (GCC), Wesley Winterbottom (GCC)

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

1. Approval of Minutes
   a. October 2, 2020
   On a motion by N. Cohen and seconded by H. Howery, a vote was taken and the minutes from the October 2, 2020 BOR ASA Committee meeting were approved.

2. <u>Consent Items</u>
   a. Discontinuations
      i. Therapeutic Recreation – C2 Certificate – Northwestern CT Community College
      ii. Therapeutic Recreation – AS – Northwestern CT Community College
   On a motion by A. Budd and seconded by H. Howery, a vote was taken and the consent items were approved.

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3. Action Items
    a. Accreditation of a Licensed Program
        i. Health Care Administration – MS – Charter Oak State College
        Chair Harris called for a motion to approve the accreditation of the Charter Oak State College MS in Health Care Administration. The motion was moved by A. Budd and seconded by H. Howery.
        Provost Shirley Adams and Dr. Brooke Palkie, Director, Health Care Administration and Health Informatics Master's Degree Program, presented the program. Charter Oak State College is seeking early accreditation for the MS in Health Care Administration so that the 26 enrolled students can graduate from an accredited program and veterans can qualify to receive financial aid. In response to whether accreditation is a growth factor, Provost Adams responded that potential students, including veterans, are waiting for the program to be accredited before they enroll. COSC is developing a pathway that allows undergraduates to take graduate courses. Provost Adams noted that Dr. Palkie has formed an impressive Advisory Board for both the Health Care Administration and Health Informatics Management programs which provides input and internship opportunities for students. Dr. Palkie noted also that representatives of COSC met with the State of CT Health Department which will work with COSC students in its final capstone course to help develop the CT Health Information Exchange
        Chair Harris called for a vote to approve the accreditation, for seven semesters, of the Charter Oak State College MS in Health Care Administration. A vote was taken to approve the accreditation and the vote was unanimous.

        ii. Biotechnology – BS – Southern CT State University
        Chair Harris called for a motion to approve the continued accreditation of the Southern CT State University BS in Biotechnology. The motion was moved by H. Howery and seconded by N. Cohen.
        Provost Bob Prezant, Dr. Bruce Kalk, Dean of the College of Arts and Sciences, and Dr. Nicholas Edgington, Professor, Biology and Program Coordinator, Biotechnology, presented the program. 32 students are currently enrolled in the program with modest growth projected annually. The program was initially launched in 2015, but a series of unfortunate circumstances caused the program to be relaunched in Fall 2017. Dean Kalk noted that the City of New Haven had approached SCSU to provide a pipeline for entry-level lab positions to New Haven's Biotech sector. In 2015, SCSU was on provisional status with the US Department of Education. In addition, two large biotech companies Alexion and Bristol Meyers Squibb left the New Haven area. SCSU completed an industry needs assessment which targeted workforce needs, namely, undergraduate research experience, skills development, and, a required internship. SCSU has established a partnership with Jackson Labs, which provides internships, and is looking to other companies as well. The BS in Biotechnology is part of the larger Biopath initiative at SCSU which has been designated as a model program in Governor Lamont's plan.
        The Committee asked about internships in Biotechnology and if graduates of the program get jobs in CT. Dr. Edgington responded that graduates will most likely be hired in the biomedical research field in diagnostics and pharmaceuticals.
        Chair Harris called for a vote to approve the continued accreditation of the Southern CT State University BS in Biotechnology.

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Before the vote was taken, Regent Budd proposed an amendment to the motion. She requested to see a report in two years to verify that there are 32 actual majors for this program. Chair Harris noted that this request can be handled in two ways: 1) Request a report in two years showing actual enrollment, OR, 2) Request that the institution come back in 7 semesters for a decision on continued accreditation.

Chair Harris called for a second to Regent Budd's amended motion to approve the continued accreditation of the Southern CT State University BS in Biotechnology. Regent Cohen did not second the amended motion but stated that, as an operating procedure, the BOR ASA Committee should receive a report annually or every two years which shows, for new programs accredited during the specified timeframe, the projected and actual enrollment. Provost Gates stated that low enrolled programs are rolled into the annual Academic Program Review. Both Chair Harris and Regent Budd agreed that the BOR ASA Committee should see reports annually showing projected and actual enrollment for programs operating for a full year

Chair Harris asked if Regent Budd would withdraw her amended motion to approve the continued accreditation of the Southern CT State University BS in Biotechnology. Regent Budd agreed to withdraw her amended motion.

Chair Harris called for a vote to approve the accreditation of the Southern CT State University BS in Biotechnology. A vote was taken to approve the accreditation and the vote was unanimous.

Chair Harris asked Dean Kalk why there is not one pathway program for Biotechnology from the community colleges to SCSU instead of individual pathways. Dean Kalk responded that there are four community colleges who agreed to advise students to follow the TAP Biology pathway, which can be used to transfer seamlessly into the SCSU program. SCSU is currently working with the two community colleges that have AS in Biotechnology programs.

iii. Public Utilities Management – AS – Gateway CC and BS in Business Administration – Southern CT State University

Chair Harris called for a motion to approve the accreditation of the Gateway CC AS in Public Utilities Management and the Southern CT State University BS in Business Administration. The motion was moved by H. Howery and seconded by A. Budd. The presenters from Gateway CC: Dr. Mark Kosinski, Dean of Academic Affairs, Professor Sheri Valentin, Chair, Department of Business, and Dr. Wesley Winterbottom, Professor and Program Coordinator of Public Utilities Management. The presenters from Southern CT State University: Dr. Ellen Durnin, Dean, School of Business, Dr. Greg Robbins, Chair and Associate Professor, Management, and Dr. Minjae Lee, Assistant Professor, Management.

Gateway CC and Southern CT State University are seeking accreditation of their AS in Public Utilities Management and BS in Public Utilities Management Business Administration programs, respectively, through Fall 2022 when the institutions will apply for continued accreditation. Dean Kosinski discussed the low enrollment in the AS program. He noted that this is a historic program, the first time that a community college worked with a CT State University in a partnership on an academic program. He noted that a breakthrough in the program came when SCSU hired a Program Coordinator, Dr. Minjae Lee. Dr. Lee and Dr. Wesley Winterbottom have been working together on a seamless transfer package of classes between GCC and SCSU. Dean Kosinski noted that

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Public Act – PA 19-150 was enacted charging public utility companies to work with CT's technical high schools, CT's community colleges, and CT's state universities. He noted that the onset of COVID has put this legislative initiative on hold. Dean Kosinski listed a set of corrective strategies that will increase enrollment and build a linkage with SCSU for the Public Utilities Management Program in the coming years.

Dr. Durnin stated that SCSU underestimated the challenges of this 2+2 program. The vision was that students would get their AS degree at Gateway and transfer into the BS program at SCSU. Some students took that route, but it became apparent that there are multiple points of entry into the program. Some students have come directly to SCSU, as freshmen, to enter the BS Public Utilities Management Program without getting an AS degree first. Other students complete their AS in Public Utilities Management at GCC and get a job without going to SCSU for a BS degree. Gateway CC started its program in 2017 and is in the seventh semester; SCSU started its program in 2019 and is only in its third semester. SCSU has met its goals and is very viable financially. The member companies in SCSU's Leadership Advisory Board have provided financial support, internships, and have acted as feeders to the Public Utilities Management program.

Chair Harris noted that the Committee will see this program again in Fall 2022. The two institutions are implementing changes that should make the programs grow, and, hopefully, in-person internships will be reinstated after the pandemic.

Chair Harris called for a vote to approve the accreditation, through Fall 2022, of the joint Gateway CC AS in Public Utilities Management and the Southern CT State University BS in Business Administration. A vote was taken to approve the accreditation of the programs and the vote was unanimous.

b. Modifications
   i. Accounting – BS – Central CT State University [Addition of a Hybrid Instructional Modality]
   ii. Finance – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
   iii. Management – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
   iv. Management Information Systems – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
   v. Marketing – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]

Chair Harris called for a motion to approve the modification of the five Central CT State University BS programs in Accounting, Finance, Management, Management Information Systems, and Marketing. The motion was moved by A. Budd and seconded by H. Howery.

Provost David Dauwalder and Dr. Marianne Fallon, AVP for Academic Affairs, Planning & Resources, presented the program modifications that will add a hybrid instructional modality to the existing traditional instructional modality for each of these programs. The addition of a hybrid option offers greater access and flexibility to working students. The accrediting body, AACSB, promotes online business education and CCSU offers faculty professional development to develop their skills in online education.

The Committee asked if these programs can be offered fully online. Dr. Fallon responded that it's not possible to complete these degrees fully online because CCSU can't guarantee that all General Education courses are offered fully online.

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Chair Harris noted that an institution can offer a degree if it partnered with Charter Oak State College for online courses to transfer into the original institution. Chair Harris stated that we need to look at fully online learning as a global issue. Chair Harris posed a timeline of six months to complete the research into fully online learning and our institutions partnering with COSC. Provost Gates stated that this timeline was reasonable. **Chair Harris called for a vote to approve the modification of the five Central CT State University BS programs in Accounting, Finance, Management, Management Information Systems, and Marketing adding a hybrid instructional modality to each program and the vote was unanimous.**

vi. Gerontology – Official Certificate Program (OCP) – Central CT State University [Modification of Instructional Modality]

Chair Harris called for a motion to approve the modification of the Central CT State University Official Certificate Program (OCP) in Gerontology. The motion was moved by N. Cohen and seconded by A. Budd.

Provost Dauwalder, Dr. Fallon, and Dr. Carrie Andreoletti, Professor of Psychological Science presented the Gerontology OCP, a 15-credit certificate geared towards working professionals. CCSU wishes to add a hybrid instructional modality to the OCP while retaining the on-ground instructional modality. No additional expenses are incurred with this modification. Regent Budd asked why this program is not fully online and if there any electives that students can take to make the program fully online. Dr. Fallon responded that the two electives in the certificate program come from other programs/disciplines and CCSU can't guarantee that every class is online. However, CCSU does have the flexibility, through directed electives, internships or independent study projects to craft a fully online certificate.

Chair Harris reiterated that this is the reason the Committee will come back to this issue in six months, creating fully online programs or working in partnership with other colleges that offer online courses.

Chair Harris called for a vote to approve the modification of the Central CT State University Official Certificate Program (OCP) in Gerontology. A vote was taken to approve the modification of the Central CT State University Official Certificate Program (OCP) in Gerontology by adding a hybrid instructional modality and the vote was unanimous.

vii. Bilingual/Bicultural Education and TESOL – Residency Program – MS – Southern CT State University [Addition of a Hybrid Instructional Modality]

Provost Prezant, Dean Kalk, and Dr. Elena Schmitt, Professor of Applied Linguistics and Coordinator of the MS in Bilingual Education and TESOL Program presented the program. Southern CT State University is adding a hybrid instructional modality and a summer residency to the MS in Bilingual/Bicultural Education and TESOL. The program is one of three highest enrolled graduate programs at SCSU. Over 36 students have been enrolled in this program each Fall semester for the past eight years. The summer residency component is designed to add an additional ten graduate students, in a cohort format, to the program. The program will have a nine-credit summer residency on SCSU's campus, followed by two semesters of online study, culminating with a second and final nine-credit summer residency. Dr. Schmitt noted that, over the last seven years, the number of ESL learners has grown by over 20%. The need for more Bilingual/Bicultural and TESOL

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teachers is urgent. With the expansion of the program to include two summer residencies, students will have the opportunity to form a cohort and work collaboratively and attain their MS degrees in one year without interrupting their careers. SCSU feels that a hybrid instructional modality will work better than a fully online component for this type of program.

Chair Harris called for a motion to approve the modification of the Southern CT State University MS in Bilingual/Bicultural Education and TESOL to include a hybrid modality and an in-person summer residency. The motion was moved by A. Budd and seconded by H. Howery.

Questions from the Committee included:

a) *How do we know that students would be willing to stay on campus?* Response: We are not sure that students will be willing to live on campus. Our neighboring states do not have summer programs in Bilingual/Bicultural Education and TESOL, so the summer residency may be a good alternative for out-of-state students to complete three intensive in-person courses in 10 weeks over the summer.

b) *If no students will be staying on campus, how will this affect your revenue?* Response: Dean Kalk responded with specific figures on the cost of instruction, summer tuition, part-time Fall and Spring tuition, and, residence hall income. By the second year of the summer residency program, there will be two cohorts with 20 projected enrollments. He stated that the revenue will exceed the cost of housing for in-residence students.

Chair Harris called for a vote to approve the modifications to the Southern CT State University MS in Bilingual/Bicultural Education and TESOL to include a hybrid modality and an in-person summer residency. A vote was taken to approve the modifications to the Southern CT State University MS in Bilingual/Bicultural Education and TESOL program and the vote was unanimous.

c. New Programs
   i. Health Care Administration – AS – Middlesex CC

Chair Harris called for a motion to approve the proposed new Middlesex Community College AS in Health Care Administration program. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Sharale Mathis, Dean of Academic and Student Affairs, and Professor Jill Flanigan, Program Coordinator for Health Information Management and Health Care Administration, presented the proposed new program. MxCC is seeking licensure and accreditation, for seven semesters, for a fully online 61-credit AS program in Health Care Administration, which would be the first of its kind in the system. The program, created from existing courses in Healthcare and Business, is in response to student and employer demand. A significant number of job postings seek a background in health care administration. MxCC has an articulation agreement with Charter Oak State College. Graduates can transfer into COSC's BS and MS degree programs in Health Care Administration. Graduates of the AS in Health Care Administration are employable in smaller physician practices and with home health care and behavioral health providers where they perform general office management functions. MxCC has incorporated the competencies for the Physician Practice Management certification offered by the American Academy of Professional Coders in the AS program.

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Chair Harris called for a vote to approve licensure and accreditation, for seven semesters, of the proposed new Middlesex Community College AS in Health Care Management. A vote was taken to approve the proposed new Middlesex Community College AS in Health Care Management and grant it accreditation for seven semesters and the vote was unanimous.

ii.   Human Nutrition – MS – Western CT State University

Chair Harris called for a motion to approve licensure and accreditation, for seven semesters, for the proposed new Western CT State University MS in Human Nutrition program. The motion was moved by H. Howery and seconded by N. Cohen.

Provost Missy Alexander, Dr. Emily Stevens, Associate Chair, Health Promotion and Exercise Sciences, and Dr. Ethan Balk, Assistant Professor, Health Promotion and Exercise Science, presented the program. The 38-credit Master's program comes out of the Dept. of Health Promotion and Exercise Sciences which annually graduates 45-60 students. The new program will provide an affordable path to a nutrition degree for graduates and offer opportunities for students unsuccessful in the nursing path. Dr. Balk discussed the curriculum and advanced certification as a Nutrition Specialist. WCSU has been in contact with the certifying body for the Nutrition Specialist certification and with the Academy of Nutrition and Dietetics to publicize the program. Marketing this new program will be included in WCSU's full marketing campaign. In response to why this program is not fully online, Provost Alexander responded the program must remain partially on-ground because it has a lab component. In response to whether WCSU will hire new full-time faculty for this program, Provost Alexander responded that WCSU plans to run the program with existing faculty and adjunct staffing. By Year 3, WCSU expects to have enough enrollment to hire another faculty member. Provost Gates confirmed that the BOR Academic and Student Affairs Committee approved criteria that must be met before new programs take on additional expenses, such as hiring new faculty. **Chair Harris called for a vote to approve licensure and accreditation, for seven semesters, of the proposed new Western CT State University MS in Human Nutrition. A vote was taken to approve the proposed new Western CT State University MS in Human Nutrition and grant it accreditation for seven semesters and the vote was unanimous.**

d.   Refund & Course Withdrawal Policy Recommendation

Dr. Gayle Barrett, AVP of Enrollment and Retention Services, and, Dr. Alison Buckley, VP for Enrollment Management, presented this policy. Chair Harris noted that this policy recommendation will treat all students equitably and encourage continuation.

Chair Harris called for a motion to approve the Refund and Course Withdrawal Policy Recommendation. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Buckley discussed the three goals of the revised Refund and Course Withdrawal Policy. Dr. Barrett stated that currently a misalignment exists between the census date and the refund date. The purpose of the proposed Refund and Course Withdrawal Policy is to provide a uniform framework for refunds and course withdrawals for full term and abbreviated courses.

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Dr. Barrett discussed the revisions to the Refund and Course withdrawal policy:
1) Equal treatment of all students;
2) Remove financial disincentives for early course registration;
3) Students will be allowed to adjust courses at the start of the term with no financial penalty. Students will receive a 100% refund of tuition and fees prior to census;
4) Allow students to test instructional modalities within the first seven days of the term; and,
5) Align course withdrawal dates with the four CT State Universities. The withdrawal deadline is Week 12.

Dr. Barrett discussed the five Exhibits (A through E) to the policy recommendation, most notably, Exhibit B: Financial Impact of Policy Implementation. The policy could eliminate and reduce bad debt that students currently have. Outstanding debt has been proven to be an impediment to future enrollment and student persistence. A new Late Drop Fee will be implemented as part of the policy. The fee will be assessed to students who drop courses between Calendar Day 8 and the census date. The Late Drop Fee is $75.00 per course with a cap of $200.00/term.

Regent Budd asked why the Late Drop Fee was not less for abbreviated courses. Dr. Barrett noted that the credits earned for full term and abbreviated courses are the same regardless of the length of the term. Chair Harris asked if the Late Drop Fee applies to students in the PACT program. Dr. Buckley responded that the Late Drop Fee would apply to students on financial aid and students can use financial aid to pay a past balance in a previous term up to $200.00.

Chair Harris called for a vote to approve the Refund and Course Withdrawal Policy Recommendation. A vote was taken and the Refund and Course Withdrawal Policy Recommendation was approved unanimously.

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

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b. Connecticut State Community College Shared Governance Update

Dr. David Levinson, Interim President of the CT State Community College, Michael Stefanowicz, Interim AVP Academic Affairs, CT State Community College, and Professor Eleanor Bloom, English, Housatonic CC, and Co-Chair of the Shared Governance Workgroup, presented this update. Chair Harris noted that no vote will be taken on this informational item; it is a draft policy for discussion. The CSCC Shared Governance Workgroup Proposal Draft has been distributed for public comment with a return date for comments by December 31, 2020.

AVP Stefanowicz provided an overview of the proposal and process as outlined in the distributed material. Provost Gates formally charged the group, in December 2018, to develop a shared governance proposal for the One College, subsequently renamed the CT State Community College (CSCC). The Workgroup adopted the BOR definition of shared governance and established guiding principles for its work. AVP Stefanowicz stated that the CSCC governance structure is comprised of three main governance bodies, Local Campus Senates, a Curriculum Congress, and, the CSCC College Senate and discussed the functions of each body. He noted that the process used to develop the CSCC Shared Governance Proposal was the same as the process to develop the General Education Core for the Single College. After the feedback is returned to the Shared Governance Workgroup, the group will review the feedback, make necessary changes to the proposal, and send the revised proposal to the community colleges for endorsement. AVP Stefanowicz estimates that this process will be completed by early to mid-Spring 2021 semester.

Professor Bloom discussed the Curriculum Congress, with representation throughout the 12 community colleges, and compensation for those serving. Since decisions of the Curriculum Congress don't go through the College Senate, Professor Bloom discussed the appeal process through the College Senate if there is a dispute. AVP Stefanowicz and Professor Bloom talked about local campus representation, the need to ensure that both small and large community colleges are represented, honoring local structures in place, and, allowing the personality and culture of individual campuses to remain as they need to be.

Discussion of the CSCC Shared Governance Update centered on compensation for Committee Chairs and members and types of compensation for Senior and New Faculty. Chair Harris has asked Dr. Levinson and AVP Stefanowicz to look carefully at the difference in time requirements of the Congress and the Senate and provide more data on the compensation issue in the future.

A discussion was held regarding the appeal process if the Curriculum Congress does not pass a curricular proposal. Chair Harris stated that the appeal process may need to be detailed more in the final proposal. Although many of the logistical details could be worked out in the bylaws; it may be better to detail processes sooner in the proposal so everyone will be aware of how the governance model will work.

The issue of representation on the Shared Governance Workgroup was raised. Chair Harris stated that the issue of membership is very important and that the final report can reflect levels of participation. She also noted that she wants to ensure that we don't lose some campus-level flexibility in the areas of employer-driven and workforce needs. Chair Harris thanked the members of the Shared Governance Workgroup for its work on this proposal.

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Chair Harris stated that by the time we meet in 2021, Dr. Gates will be in her role as Interim President of CSCU; but, that she will still hold the position of Provost of Academic and Student Affairs. Dr. Klucznik will be working with the BOR Academic and Student Affairs Committee on meetings and agendas. Chair Harris wished Dr. Gates and Dr. Klucznik all the best in their new and continuing roles.

On a motion by N. Cohen and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at Noon.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program concentration in General Studies: Child and Youth Development (CIP Code: 24.0101 / OHE# 240101) leading to a Bachelor of Science at Charter Oak State College, effective fall 2022.

A True Copy:

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

ITEM
Discontinuation of a program concentration in General Studies: Child and Youth Development, leading to a Bachelor of Science at Charter Oak State College, effective fall 2022. This discontinuation applies only to the concentration and not to the General Studies major.

BACKGROUND
The Child and Youth Concentration within the General Studies major has traditionally had low enrollment. In 2018, Charter Oak State College began moving its educational programs to majors which resulted in the elimination of concentrations. The redirection of concentration to majors resulted in students being able to obtain their degree in a major of their choice. The first Bachelor of Science major created was the Early Childhood Education major, which eliminated the Early Childhood Concentrations. The next Bachelor of Science major created was the Child Studies major, which eliminated the Child Studies Concentration. Both majors have been successful in attracting and retaining students. The final concentration that the college wanted to review (related to work with children) was the Child and Youth Concentration.

The program faculty discussed the value of the concentration for CT residents. The program met during the months of May-August to discuss each course and its value within the concentration and decided that there was no usefulness in maintaining the concentration. Reasons include:

- The CT workforce in After School Education does not support degree attainment for employees. Instead, they have focused in the past five years on developing training programs for employees on topics consistent with national trends in after school programming (ie. STEM, Social Emotional Development, etc…).
- The degree offers no economic value to the student since most positions in After School Education are part-time positions and are paid close to an hourly minimal wage. Wages would remain the same for the graduate, even with a degree.
- The new Child Studies major would provide any student interested in the concentration with the same opportunities for learning since courses in the concentration relate to Child, Youth and Adolescent Development, methods for teaching children of various ages, etc…

Phase out: fall 2022
There are currently four registered students in the concentration. The program will stop accepting new applicants into the program in the semester following the approval of this program elimination and will support the remaining students to complete the concentration as soon as possible. Since most of the courses are also offered as part of other majors, the students will continue to take their required courses with no impact to them. For students new to the program, an academic advisor will work with them to explain the benefits of a change to the Child Studies major to provide that as an option to them.

There is no cost associated with closing this program.

RECOMMENDATION

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

02/05/2021 – BOR -Academic and Student Affairs Committee
02/18/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost:

Discontinued Program: CIP: 240101   OHE#:   BOR Accreditation Date: 2016
Phase Out /Teach Out Period Fall 2022   Expected Date of Program Termination Fall 2021

Program Characteristics
Name of Program: Child and Youth Concentration within General Studies Major (We are not discontinuing the General Studies Major, just the concentration)
Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Science**
Degree Certificate: *(specify type and level)* **N/A**
Stand-Alone Certificate: *(specify type and level)* **N/A**
Modality of Program: On ground   X Online   Combined
Locality of Program: On Campus   Off Campus   Both

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

Institutional Contact for this Proposal: Shirley Adams. PhD.	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION		

Narrative

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

The Child and Youth Concentration within the General Studies major has traditionally had low enrollment. In 2018, Charter Oak State College began moving its educational programs to majors which resulted in the elimination of concentrations. The redirection of concentration to majors resulted in students being able to obtain their degree in a major of their choice. The first Bachelor of Science major created was the Early Childhood Education major, which eliminated the Early Childhood Concentrations. The next Bachelor of Science major created was the Child Studies major, which eliminated the Child Studies Concentration. Both majors have been successful in attracting and retaining students.

The final concentration that the college wanted to review (related to work with children) was the **Child and Youth Concentration**. In November 2019, college representatives started to meet with the faculty teaching in the concentration. The Office of Institutional Effectiveness was able to provide quantitative data related to number of applicants into the major, matriculated students and graduates within the concentration. The following chart details enrollment trends over the past five years:

Applicants who Matriculated

FY	Apps	Matrics	% Mat.
2015	37	14	38%
2016	35	15	43%
2017	25	18	72%
2018	32	10	31%
2019	12	6	50%
2020	14	5	36%

The following chart represents the number of conferrals within the concentration over the last five years:

FY	Count
2015	1
2016	6
2017	2
2018	1
2019	3
2020	2

In addition to reviewing quantitative data, the program faculty discussed the value of the concentration for CT residents. The program met during the months of May-August to discuss each course and its value within the concentration and decided that there was no usefulness in maintaining the concentration. Reasons include:

- The CT workforce in After School Education does not support degree attainment for employees. Instead, they have focused in the past five years on developing training programs for employees on topics consistent with national trends in after school programming (ie. STEM, Social Emotional Development, etc…).
- The degree offers no economic value to the student since most positions in After School Education are part-time positions and are paid close to an hourly minimal wage. Wages would remain the same for the graduate, even with a degree.
- The new Child Studies major would provide any student interested in the concentration with the same opportunities for learning since courses in the concentration relate to Child, Youth and Adolescent Development, methods for teaching children of various ages, etc…

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

There are currently four registered students in the concentration. The program will stop accepting new applicants into the program in the semester following the approval of this program elimination and will support the remaining students to complete the concentration as soon as possible. Since most of the courses are also offered as part of other majors, the students will continue to take their required courses with no impact to them. For students new to the program, an academic advisor will work with them to explain the benefits of a change to the Child Studies major to provide that as an option to them.

SECTION 3: RESOURCES

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

There are no expected resources/costs to discontinue the program since faculty is paid on a per-student basis.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

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

The discontinuance of this program is due to low enrollment and changes to training requirements for employees working in the field of After School Education. The lesson learned from offering a program with low enrollment is that there is also low marketing for it; hence, students are not even aware that the concentration is an option. No new students will be accepted into the program beginning Spring 2021.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Gerontology (CIP Code: 19.0702 OHE # 018714) leading to an Official Certificate at Central Connecticut State University.

A True Copy:

_____

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

ITEM
Continued Accreditation of a program in Gerontology leading to an Official Certificate at Central Connecticut State University.

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

PERFORMANCE INDICATORS

Student Enrollment

Time Period	Projected Enrollment Total FTE	Actual Enrollment Total FTE	Difference Total FTE
1st Year: Semester 1 (specify) Fall 2017	6.7	4.3	-2.4
2nd Year: Semester 3 (specify) Fall 2018	10.7	3.3	-7.4
3rd Year: Semester 5 (specify) Fall 2019	11	1.7	-9.3
4th Year: Semester 7 (specify) Fall 2020	11	4.0	-7
NOTE: Compare actual enrollment for Semester 7 to projected enrollment for Semester 5.			
NOTE: Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time students equal 20 divided by 3 equal 6.67 or 6.7 FTE. With 20 full-time students, Total FTE would equal 26.7.			

Note: It is difficult to accurately track students pursuing the certificate because students self-identify. Students pursuing the certificate could also be enrolled in a Master's program, most commonly the MA in Psychology. Two such students are included in the figures above. Some current students may be pursuing the Gerontology OCP but have not officially declared that intent. For example, two students enrolled in the Psychology MA in Fall 2020 are taking two core courses for the Gerontology OCP (GERO 500 and PSY 511). Both students need only one more course (GERO 510) to earn the certificate.

Cost Effectiveness
Total Revenue generated by program during its Year 3: $26,897
Total Expenditures apportioned to program in its Year 3: $60,029
Difference: -$33,132

Note: The Gerontology OCP is an interdisciplinary program. All of the courses can be taken within another existing degree program as well as the Gerontology OCP (although they could be taken by students in other programs such as the MA in Psychology or the MS in Marriage and Family Therapy). Three out of 22 possible electives are unique to the program, two in the core and three in electives. Courses such as GERO 590 (Special Topics) are often linked (cross-listed) with other electives (e.g., SOC 441 Sociology of the Aging Body) to create efficiencies in instructional expenses. Further, instructional expenses were scaled proportionally by the number of OCP students within the class. Fringe of 73.28% was applied to fulltime faculty salaries for those who taught within the program.

Because all courses can count for the OCP as well as a degree program, instructional expenses are likely overestimated. Expenses also included program coordination.

<u>Learning Outcomes</u>

Because enrollments have been low, the program has not had a sufficient number of artifacts to meaningfully assess program learning outcomes. However, the program created assessment rubrics in Fall 2018 based on revised learning outcomes (below), which reflect the Academy for Gerontology in Higher Education's (AGHE) Gerontology Competencies for Undergraduate and Graduate Education (AGHE, 2014). The new scoring rubrics will be used to evaluate artifacts such as papers and presentations from the three core courses. These artifacts have been saved to be scored across semesters and with increased enrollment in this year, the program expects to be able to score artifacts for all core classes at the end of this academic year.

PROGRAM CHANGES

Three major changes have been made since the program's inception. First, the certificate was reduced from 18 to 15 credits to streamline time to earn the credential and to become more consistent with competing OCPs while maintaining quality standards advocated by the Academy of Gerontology in Higher Education. Second, we are pursuing approval to offer the program in a hybrid modality to better attract working professionals to the program. Third, we simplified the application process to meet the basic requirements for the School of Graduate Studies.

ADDITIONAL INFORMATION

In May 2017, CCSU became the first university in Connecticut to join the Age-Friendly University (AFU) global network. The AFU initiative was inspired by the World Health Organization's age-friendly community initiative and was started by Dublin City University to encourage institutions of higher education to be more age inclusive and promote health and well-being across the lifespan. When we joined there were only 15 institutions worldwide. There are now over 60 institutions across the globe (including University of Hartford and Quinnipiac) who are committed to the development of age-friendly programs, practices, research, and education. CCSU is considered a leader locally and nationally in the AFU movement of which gerontology education is a key component. We developed the gerontology certificate program at the same time we joined the AFU network and also started collaborating with AARP CT on events to connect professionals, businesses, educational institutions, and community members to change the conversation about aging and discuss how to better meet the needs of our aging state. This collaboration has led to students enrolling in our program, but – in our experience – it may take students a year or two from the time they first hear about the program until they decide the time is right for them to apply. We are currently in the planning stages with AARP CT to launch a virtual series in early 2021 that will highlight the certificate program, our efforts to be age inclusive, and other programmatic offerings that may interest adult learners (50+).

Notably, CCSU's Gerontology OCP remains the only standalone option within the State of Connecticut. Although UCONN used to offer a graduate certificate in gerontology and WCSU has nursing degrees with a gerontology focus, currently no other Connecticut State Universities offer graduate-level training in gerontology. In addition, there are no private universities in the area currently offering a graduate certificate program in gerontology. When demand for advanced credentials in the field meet the demonstrated demand in the labor market, CCSU will be well-positioned to meet demand for the State of Connecticut and beyond.

We have already taken action to improve student enrollment. Streamlining the curriculum and application processes can facilitate enrollment growth. Our internal infrastructure now can track the simultaneous pursuit of a certificate and a degree program. We enlisted Hanover Research to perform a market scope to examine market demand for the program. The faculty have applied Hanover's suggestion to consider an online program and have applied to offer the program as hybrid. Further, Hanover has provided guidance for improving marketing efforts. Program faculty have also made considerable progress with community partnerships that could attract students to the program.

Given the changing demographics of our state, gerontology education is more important than ever. Gerontology training gives students a competitive edge. We need to prepare our students for an intergenerational workforce where colleagues, customers, clients, patients are all skewing older. Although growth has been slower than we would like, we believe that our program is finally starting to gain momentum thanks to our efforts over the last four years.

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

02/05/2021 – BOR Academic & Student Affairs Committee
02/18/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: Nov. 18, 2020

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Program Characteristics

Name of Program: Gerontology

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

  Degree's Associated Certificate(s) (if any)

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

Semester Date Program was Initiated: Fall 2017

Year 3 – 7th Semester Date: Fall 2020

Date of First Graduation: May 2020

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

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

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

Program Credit Distribution

\# Credits in General Education: 0

\# Credits in Program Core: 9

\# Credits of Electives in the Field: 6

\# Credits of Other Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above):* 15

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9

Date of BOR Approval: October 20, 2016   CIP: 19.0702   OHE#: 18714

Institutional Contact for this Proposal: Carrie Andreoletti	Title: Professor of Psychological Science, Gerontology Program Coordinator	Tel.: 860-832-1646 e-mail: andreolettic@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Time Period	Projected Enrollment Total FTE	Actual Enrollment Total FTE	Difference Total FTE
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NOTE: Compare actual enrollment for Semester 7 to projected enrollment for Semester 5.

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Learning Outcomes

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

Because enrollments have been low, we have not had a sufficient number of artifacts to meaningfully assess program learning outcomes. However, we created assessment rubrics in Fall 2018 based on revised learning outcomes (below), which reflect the *Academy for Gerontology in Higher Education's (AGHE) Gerontology Competencies for Undergraduate and Graduate Education* (AGHE, 2014). The new scoring rubrics will be used to evaluate artifacts such as papers and presentations from the three core courses. We have been saving artifacts to be scored across semesters and with increased enrollment in this year, we expect to be able to score artifacts for all core classes at the end of this academic year.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

Since the program's inception, we made three major changes. First, we reduced the certificate from 18 to 15 credits to streamline time to earn the credential and to become more consistent with competing OCPs while maintaining quality standards advocated by theAcademy of Gerontology in Higher Education. Second, we are pursuing approval to offer the program in a hybrid modality to better attract working professionals to the program. Third, we simplified the application process to meet the basic requirements for the School of Graduate Studies.

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

In May 2017, CCSU became the first university in Connecticut to join the Age-Friendly University (AFU) global network. The AFU initiative was inspired by the World Health Organization's age-friendly community initiative and was started by Dublin City University to encourage institutions of higher education to be more age inclusive and promote health and well-being across the lifespan. When we joined there were only 15 institutions worldwide. There are now over 60 institutions across the globe (including University of Hartford and Quinnipiac) who are committed to the development of age-friendly programs, practices, research, and education. CCSU is considered a leader locally and nationally in the AFU movement of which gerontology education is a key component. We developed the gerontology certificate program at the same time we joined the AFU network and also started collaborating with AARP CT on events to connect professionals, businesses, educational institutions, and community members to change the conversation about aging and discuss how to better meet the needs of our aging state. This collaboration has led to students enrolling in our program, but – in our experience – it may take

students a year or two from the time they first hear about the program until they decide the time is right for them to apply. We are currently in the planning stages with AARP CT to launch a virtual series in early 2021 that will highlight the certificate program, our efforts to be age inclusive, and other programmatic offerings that may interest adult learners (50+).

Connecticut is home to the seventh oldest population in the U.S. and, in another decade, 25 percent of the state's population will be over the age of 60. With significantly more individuals experiencing increased longevity, CCSU is poised to respond to the educational needs and interests of this growing group through the development of new opportunities and innovative practices in teaching, research, and community engagement.

Although growth has been slower than we would like, we believe that our program is finally starting to gain momentum thanks to our efforts over the last four years. When we started the program, we faced several challenges both within and outside of the university, which have taken time to address.

One of our biggest challenges has been marketing. Aside from highlighting the new program on the CCSU School of Graduate Studies website, sending emails to alumni, and helping to create some brochures and logos, program marketing has been primarily left to faculty who lack the expertise to create a comprehensive and effective marketing plan. We have done our best to advertise the program by participating in local conferences and events, appearing on community TV, and trying to build a social media presence and engaging website. To some degree, we believe these efforts are beginning to pay off as the number of inquiries and enrollments have been increasing.

A second challenge was working within CCSU to create the policies and procedures that would make it possible for current graduate students to add the certificate to their current course of study. Although the certificate can serve as a stand-alone credential, it was also designed to complement graduate study in other disciplines. It took collaboration across several committees and units at the institution before procedures were finally in place last year that has made it easy for students to add the credential as a secondary curriculum. Since then, we have seen an increase in the number of students choosing to do so and we plan to increase our efforts to advertise to current graduate students in other disciplines (e.g., nursing, business, exercise science) who could benefit from adding knowledge of aging to their resume.

As we prepared for continued accreditation, we enlisted Hanover Research to perform a market scope to examine market demand for the program. We learned the following:

1. Gerontology-related occupations have a strong job outlook with a national labor market growth rate of 12.3% between 2016 and 2026. However, the annualized growth rate for conferrals of Gerontology OCPs is –0.2% compared to a national average of 5.6% across all programs. This combination of strong labor market projections with below average conferral growth led Hanover to conclude that the Gerontology OCP is an emerging program. Currently, the labor market does not require certificates to advance within the field. According to the Bureau of Labor Statistics, less than two-thirds of professionals in gerontology-related occupations who are at least 25 years of age hold a bachelor's or master's credential. However, Hanover notes: "An aging population will drive demand for gerontology-related occupations, resulting in greater opportunity for gerontology program graduates."

2. Most competitors offer their Gerontology OCPs online. When we received Hanover's feedback, we took immediate steps to transition the program to the hybrid modality and have committed to offer all core courses online. In the future, we may have sufficient confidence in our ability to guarantee that electives will be regularly offered online and can apply for a fully online option.

3. Our program website and marketing materials should highlight how the OCP will help graduates advance their careers. This recommendation is consistent with Gross and Eshbaugh's (2011) finding that students are not

disinterested in Gerontology – students are simply unaware of the diverse and rewarding career opportunities within the field.

Notably, CCSU's Gerontology OCP remains the only standalone option within the State of Connecticut. Although UCONN used to offer a graduate certificate in gerontology and WCSU has nursing degrees with a gerontology focus, currently no other Connecticut State Universities offer graduate-level training in gerontology. In addition, there are no private universities in the area currently offering a graduate certificate program in gerontology. When demand for advanced credentials in the field meet the demonstrated demand in the labor market, CCSU will be well-positioned to meet demand for the State of Connecticut and beyond.

Our designation as an Age-Friendly University as well as our gerontology program have contributed to CCSUs reputation as a leader in the field of aging in Connecticut and have led to opportunities for us to work with leaders in the aging network in CT. For example, last year Dr. Andrea June and I were invited to join the advisory board of the Connecticut Healthy Living Collective (CHLC), which is supported by Connecticut Community Care. We are the first educators to have a seat at the table and are working with advisory board members from the State Unit on Aging, the CT Area Agencies on Aging, and others to bring evidenced-based programs to CT residents to promote health and well-being across the state. As educators passionate about aging, workforce development is at the forefront of our minds and we are working with the CHLC to develop career pathways to better meet the needs of the aging sector in our state. However, developing these relationships and pathways take time.

Given the changing demographics of our state, gerontology education is more important than ever. Gerontology training gives students a competitive edge. We need to prepare our students for an intergenerational workforce where colleagues, customers, clients, patients are all skewing older. The Gerontology OCP supports several key goals in CCSUs strategic plan. For example:

Enhancing academic excellence and preparing graduates who thrive in a changing economy: CT's aging population means an increase in the demand for a workforce with training in gerontology, which the gerontology certificate provides. Our aging society is also changing the nature of our consumer market for goods and experiences across wide sectors, including technology, travel, entertainment, home design, fashion, urban planning, and more. With the labor force aging, our students will also have more regular contact with older colleagues and need to have practice interacting with different generations of people. The vast majority of students graduate with negligible knowledge about aging unless they happen to find their way to one of our courses. This simply needs to change. We're doing a great disservice to students by not helping them gain competency around issues that will have tremendous personal and professional consequences in their lives—no matter what their field of study. Academic excellence must include some knowledge about aging.

Increasing access to higher education and ensuring student success: With an aging population, we're seeing a rise in the number of adults putting off retirement and continuing to work for a range of reasons. AARP's recent multiyear initiative and fact-finding report on The Future of Work@50+ found that many adults are interested in programs delivered in higher education settings to advance the skills they need to continue in their present work roles—or to explore new career paths. Older adults are looking to apply their life experience to address social problems through encore careers in the second half of life that combine continued income, personal meaning, and social impact. The gerontology certificate supports this professional interest.

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

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**

Program Core Courses			Other Related/Special Requirements*		
Core Course Prerequisites			**Elective Courses in the Field**		
			Total Other Credits Required to Issue Credential		

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

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

Program learning outcomes were created to reflect AGHE Gerontology Competencies for Undergraduate and Graduate Education (AGHE, 2014). Although there have been no major changes to the LOs, we did clarify the language based on feedback from the CCSU Assessment Committee in Spring 2018, which also helped in creating our assessment rubrics.

LO1. Utilize gerontological frameworks to examine the physical, psychological, and social factors underlying the aging process.
LO2. Critically assess the social policies that affect diverse individuals, families, and societies as members age.
LO3. Demonstrate understanding of ethical principles to guide work with and on behalf of older adults.
LO4. Engage with interdisciplinary research to advance knowledge that promotes individual and community-based interventions to benefit older adults.
LO5. Demonstrate ability to communicate one's gerontological perspective.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

In the third year of the program (with its lowest revenue ever), the program operated at a loss of $33,132. Given the margins of other academic programs within the institution, this specific loss did not have a negative material impact on the institution as a whole last year.

This Fall – despite the pandemic – looks better. In Fall alone, we have surpassed last year's revenue ($28,842). Fall instructional expenses are $19,414 with fringe and program coordination is $14,303 with fringe. Again, the instructional efficiencies gained by running an interdisciplinary program likely lead to an overestimate of actual instructional cost. Further, the program has proactively taken important steps towards sustainability, as described below.

Improvement Plan

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

We have already taken action to improve student enrollment. Streamlining the curriculum and application processes can facilitate enrollment growth. Our internal infrastructure now can track the simultaneous pursuit of a certificate and a degree program. The faculty have applied Hanover's suggestion to consider an online program and have applied to offer the program as hybrid. Further, Hanover has provided guidance for improving marketing efforts.

Program faculty have also made considerable progress with community partnerships that could attract students to the program.

Regarding cost effectiveness, the interdisciplinary nature of the program allows for instructional efficiencies -- the majority of program courses serve students from multiple programs, distributing cost. The two Gerontology-specific core classes (GERO 500 and GERO 510) are most impacted by fluctuations in program enrollment. When enrollments are low in these courses, they can be run at a per capita rate to enact savings. Indeed, this practice occurred in Fall 2020 with GERO 510.

Program coordination is the next largest expense. Ironically, when enrollments are low, reassignment for program coordination is most needed to develop solutions. That said, the expense of reassignment for program coordination needs to be balanced with revenue from enrollment or other sources directly tied to the program. This balance could be achieved through a proportional reduction of reassigned time and/or through revenue-generating ventures that could be used to directly support this coordination.

Curricular Change

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

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

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

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	2020-21		2021-22		2022-23	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)[1]	$3,264	$26,484	$11,632	$44,140	$11,632	$52,968
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Total Program Revenue	**$49,748**		**$55,772**		**$64,600**	

PROJECTED Program Expenditures*	2020.21		2021-22		2022-23	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)[2]	.13	$22,402	.08	$13,786	.08	$13,786
Faculty (Full-time, total for program)[3]	.12	$38,829	.13	$41,741	.15	$48,536
Faculty (Part-time, total for program)						
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		**$61,231**		**$55,527**		**$62,322**

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

Please provide any necessary annotations below:

[1]Projected growth for the Gerontology OCP is realistically modest. We are mindful that the market research does not predict substantive increase in conferrals. We are hopeful that the three major changes we have undertaken to improve the program (reducing the number of credits, pursuing the hybrid modality, and streamlining application requirements) will draw enrollment to our program. Further, given that many Gerontology OCP students also simultaneously pursue the MA in Psychology, enrollment in the MA could affect enrollment in the OCP. Headcount enrollments in the MA in Psychology and in the Gerontology OCP are increasing:

Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Psychology MA	31 (11)	22 (9)	13 (5)	30 (18)	44 (17)
Gerontology	--	5 (1)	6 (4)	4 (4)	8 (6)

Numbers in parentheses are part-time students.

Based on market data, historical enrollments, and the programmatic improvements we have been making, the following enrollments projections are made:

	Year 1 – 2020-21	Year 2 – 2021-22	Year 3 – 2022-23
FT Headcount Enrollment	2	1	1
PT Headcount Enrollment	6	10	12
FTE	4.0	4.3	5

Tuition is based on 2020-21 rates with no modeled increase over time. Full-time tuition is $3,837 plus general fees of $1,983 in Fall and $1,976 in Spring ($2,077 excluding accident insurance [$20 for Fall; $27 for Spring] and parking garage fee [$74.50]). Part-time tuition is $424 per credit plus $290 general fee and $65 registration fee. We assume that full-time students will complete the OCP in two semesters and part-time students would take three credits per semester, finishing in five semesters. We are committed to offering the 9 credits of core courses online. In previous years, we charged an additional fee for online students. That practice has been suspended and it is unclear whether it will continue. Consequently, we have not included that potential source of revenue in our projections.

[2]The Coordinator of the Gerontology program has been receiving three credits of reassigned time each semester. Notably, this load credit covers coordination of both the Gerontology OCP and the Gerontology Minor as well as work involving CCSU's designation as a member of the Age-Friendly University Global Network. Previously, two load credits of reassignment per semester has been used in direct service of the Gerontology OCP. Now that the program has been established, less reassigned time needs to be devoted directly to the OCP. This year, 1.5 credits per semester are expected (3 per year) and 1 credit per semester is expected thereafter (2 per year).

[3]Because the Gerontology OCP is interdisciplinary, students take courses that are part of other established programs. Consequently, the number of full-time faculty teaching within the program and the proportion of students in the OCP vary and instructional expense is likely overestimated. Instructional expense is projected using the instructional expense of Fall 2019 ($19,414) for designated OCP students divided by the FTE (4.0) to obtain expected instructional expense per FTE ($4,854). We did not model planned increases in salary or fringe for FT faculty.

No new expenses are expected. There is capacity within all existing courses to support projected enrollment increases. Meeting enrollment targets while enacting efficiencies in instructional load and offerings and in reducing reassigned time for coordination should ensure a sustainable program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Software Engineering (CIP Code: 14.0903 OHE # 018966) leading to a Master of Science at Central Connecticut State University.

A True Copy:

_____

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

ITEM
Continued Accreditation of a program in Software Engineering leading to a Master of Science at Central Connecticut State University.

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

PERFORMANCE INDICATORS

Student Enrollment

Time Period	Projected Enrollment Total FTE	Actual Enrollment Total FTE	Difference Total FTE
1st Year: Semester 1 (specify) Fall 2017	12.3	4.7	-7.6
2nd Year: Semester 3 (specify) Fall 2018	16.3	11.7	-4.6
3rd Year: Semester 5 (specify) Fall 2019	19	15	-4
4th Year: Semester 7 (specify) Fall 2020	19	11	-8
NOTE: Compare actual enrollment for Semester 7 to projected enrollment for Semester 5.			
NOTE: Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time students equal 20 divided by 3 equal 6.67 or 6.7 FTE. With 20 full-time students, Total FTE would equal 26.7.			

Cost Effectiveness
Total Revenue generated by program during its Year 3: $226,620
Total Expenditures apportioned to program in its Year 3: $189,617
Difference: +$37,003

Learning Outcomes

1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings, including software architecture and design, software construction, software testing and quality assurance, and software maintenance – achieved per CS 595 Capstone assessment rubric. Assessment score 3.8 / 4.0 indicated that this learning outcome was exceeded.
2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems – achieved per CS 595 Capstone assessment rubric. Assessment score 3.75 / 4.0 indicated that this learning outcome was exceeded.
3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area, including data mining, Semantic web, data visualization, and distributed computing – achieved per CS 595 Capstone assessment rubric. Assessment score 3.85 / 4.0 indicated that this learning outcome was exceeded.
4. Recognize the need for, and have the ability to engage in, continuing professional development – achieved per CS 595 Capstone assessment rubric. Assessment score 3.75 / 4.0 indicated that this learning outcome was exceeded.

5. Have the ability to communicate effectively with a range of audiences and possess skills needed to work successfully as a part of a team – achieved per CS 595 Capstone assessment rubric. Assessment score 3.7 / 4.0 indicated that this learning outcome was exceeded.

PROGRAM CHANGES
A fifth core course – CS 510 Fundamentals of Software Engineering – was added to ensure that all students possess fundamental knowledge and skills in the field.

ADDITIONAL INFORMATION
Although our enrollment estimates were lower than expected, instructional efficiencies kept instructional costs down. For example, we planned topics courses that would attract advanced undergraduate Computer Science students and graduate students in the MS.

Equity
Nevertheless, there is increasing demand for Software Engineers with Master's degrees and we are actively pursuing pathways to grow our enrollment. Drs. Stan Kurkovsky, Chad Willliams, and Neli Zlatareva were recently awarded a $1M NSF grant to support scholarships to academically talented and financially disadvantaged students who are first-generation and/or from traditionally underrepresented groups. Scholarships will begin to be awarded in Fall 2021 and will fund up to $10,000 for 24 full-time or part-time students over 5 years. Students requiring additional coursework to meet the prerequisites of the program can also be funded through this grant. The goal is to recruit students from non-traditional and interdisciplinary backgrounds, potentially increasing workforce diversity in software engineering while meeting the labor force demands.

The grant also incorporates curricular and extracurricular activities aimed at increasing the academic success of academically talented graduate students from disadvantaged backgrounds. Of particular interest is the relationship between seeing oneself as a software professional and program completion.

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

02/05/2021 – BOR Academic & Student Affairs Committee
02/18/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: Nov 18, 2020

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Program Characteristics

Name of Program: Software Engineering

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

  Degree's Associated Certificate(s) (if any)

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

Semester Date Program was Initiated: Fall 2017

Year 3 – 7th Semester Date: Fall 2020

Date of First Graduation:

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

If "Combined", % of fully online courses?

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

Program Credit Distribution

Credits in General Education: 0

Credits in Program Core: 15

Credits of Electives in the Field: 15

Credits of Other Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 33

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: Potentially 9 credits of electives

Date of BOR Approval: April 6, 2017 CIP: 14.0903 OHE#: 18966

Institutional Contact for this Proposal: Dr. Stan Kurkovsky	Title: Professor of Computer Science	Tel.: 860-832-2720 e-mail: kurkovsky@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Time Period	Projected Enrollment Total FTE	Actual Enrollment Total FTE	Difference Total FTE
1st Year: Semester 1 (specify) Fall 2017	**12.3**	**4.7**	**-7.6**
2nd Year: Semester 3 (specify) Fall 2018	**16.3**	**11.7**	**-4.6**
3rd Year: Semester 5 (specify) Fall 2019	**19**	**15**	**-4**
4th Year: Semester 7 (specify) Fall 2020	**19**	**11**	**-8**

NOTE: Compare actual enrollment for Semester 7 to projected enrollment for Semester 5.

NOTE: Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time students equal 20 divided by 3 equal 6.67 or 6.7 FTE. With 20 full-time students, Total FTE would equal 26.7.

Cost Effectiveness

Total Revenue generated by program during its Year 3: $226,620

Total Expenditures apportioned to program in its Year 3: $189,617

                              Difference: +$37,003

Learning Outcomes

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

1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings, including software architecture and design, software construction, software testing and quality assurance, and software maintenance -- achieved per CS 595

Capstone assessment rubric. Assessment score 3.8 / 4.0 indicated that this learning outcome was exceeded.

2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems -- achieved per CS 595 Capstone assessment rubric. Assessment score 3.75 / 4.0 indicated that this learning outcome was exceeded.

3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area, including data mining, Semantic web, data visualization, and distributed computing -- achieved per CS 595 Capstone assessment rubric. Assessment score 3.85 / 4.0 indicated that this learning outcome was exceeded.

4. Recognize the need for, and have the ability to engage in, continuing professional development -- achieved per CS 595 Capstone assessment rubric. Assessment score 3.75 / 4.0 indicated that this learning outcome was exceeded.

5. Have the ability to communicate effectively with a range of audiences and possess skills needed to work successfully as a part of a team -- achieved per CS 595 Capstone assessment rubric. Assessment score 3.7 / 4.0 indicated that this learning outcome was exceeded.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

A fifth core course -- CS 510 Fundamentals of Software Engineering -- was added to ensure that all students possess fundamental knowledge and skills in the field.

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

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

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	**Course Number and Name**	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
CS 510 Fundamentals of Software Engineering	1, 2	Admission to the program or CS 501	3			

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

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

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

No Changes in the Learning Outcomes

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

Improvement Plan

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

Although our enrollment estimates were lower than expected, instructional efficiencies kept instructional costs down. For example, we planned topics courses that would attract advanced undergraduate Computer Science students and graduate students in the MS.

Nevertheless, there is increasing demand for Software Engineers with Master's degrees and we are actively pursuing pathways to grow our enrollment. Drs. Stan Kurkovsky, Chad Willliams, and Neli Zlatareva were recently awarded a $1M NSF grant to support scholarships to academically talented and financially disadvantaged students who are first-generation and/or from traditionally underrepresented groups. Scholarships will begin to be awarded in Fall 2021 and will fund up to $10,000 for 24 full-time or part-time students over 5 years. Students requiring additional coursework to meet the prerequisites of the program can also be funded through this grant. The goal is to recruit students from non-traditional and interdisciplinary backgrounds, potentially increasing workforce diversity in software engineering while meeting the labor force demands.

The grant also incorporates curricular and extracurricular activities aimed at increasing the academic success of academically talented graduate students from disadvantaged backgrounds. Of particular interest is the relationship between seeing oneself as a software professional and program completion.

Curricular Change

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

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

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

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	2020-21		2021-22		2022-23	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)[1]	$69,684	$119,76	$81,298	$143,712	$92,912	$167,664
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Total Program Revenue	**$189,444**		**$225,010**		**$260,576**	

PROJECTED Program Expenditures*	2020-21		2021-22		2022-23	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)[2]	.04	$8,726	.04	$8,726	.04	$8,726
Faculty (Full-time, total for program)[3]	1.15	$157,187	1.36	$185,767	1.57	$214,346
Faculty (Part-time, total for program)[4]						
Support Staff	.1	$16,348	.1	$16,348	.1	$16,348
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures	**$182,262**		**$210,841**		**$239,421**	

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

Please provide any necessary annotations below:

Projected growth for the Software Engineering MS is cautiously optimistic. The CT Department of Labor reports that Software Developers (Applications and Systems) are "hot jobs" and "in demand growth". Demand for software developers focused on application is projected to grow 29.3% between 2016 and 2026; demand for system developers is projected to grow 15.2%. Within Connecticut, JobsEQ estimates that 37.5% of software developers in CT have a Master's degree. Fairfield University is the only other program within Connecticut that offers a postgraduate degree in computer software engineering. According to JobsEQ, 194 ads for software engineers or senior software engineers in CT appeared during the past 180 days ending November 13, 2020. Fifty-eight ads required a Master's degree as a minimum education level.

Headcount enrollments in the Software Engineering MS since Fall 2017 :

Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Software Engineering MS	6 (2)	17 (8)	21 (9)	21 (15)

Numbers in parentheses are part-time students.

Based on market data, historical enrollments, and the inception of the scholarship program, we predict the following conservative enrollment growth over the next three years:

	Year 1 – 2020-21	Year 2 – 2021-22	Year 3 – 2022-23
FT Headcount Enrollment	6	7	8
PT Headcount Enrollment	15	18	21
FTE	11.0	13.0	15.0

[1]Tuition is based on 2020-21 rates with no modeled increase over time. Full-time tuition is $3,837 plus general fees of $1,983 in Fall and $1,976 in Spring ($2,007 total fees excluding accident insurance [$20 in Fall; $27 in Spring] and parking garage fee [$74.50]). Part-time tuition is $424 per credit plus $290 general fee and $65 registration fee. We assume that full-time students will complete the Master's in four semesters and part-time students would take an average 5.5 credits per semester, finishing in six semesters. Some courses will remain offered online. In previous years, we charged an additional fee for online students.

That practice has been suspended and it is unclear whether it will continue. Consequently, we have not included that potential source of revenue in our projections.

[2]The Coordinator of the Software Engineering program has been receiving .5 credits of reassigned time each semester. Estimate includes 73.28% fringe. No salary increases are modeled into the budget.

[3]Support staff includes a technician who spends approximately 10% of time in direct service to the Software Engineering MS. Estimate includes 73.28% fringe. No salary increases are modeled into the budget.

[4]As mentioned earlier, instructional efficiencies are obtained by combining courses between the advanced undergraduate and graduate level. Further, graduate students from the Data Science MS and the Computer Information Technology MS often take Software Engineering courses. Consequently, instructional expense is scaled proportionally for students enrolled in the MS Software Engineering. Instructional expense is projected using the instructional expense of Fall 2020 ($78,594, which includes 73.28% fringe) divided by the FTE (11.0) to obtain expected instructional expense per FTE ($7,145). We did not model planned increases in salary or fringe for FT faculty.

No new expenses are expected. There is capacity within all existing courses to support projected enrollment increases. Even with lower enrollments than initially projected at the time of approval, this program is sustainable and has capacity to grow.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3203 / OHE# 015712), specifically the addition of hybrid modality to traditional program delivery – leading to a Post Master's Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM
Modification of a program – Nurse Educator, specifically the addition of hybrid modality to traditional program delivery – leading to a Post Master's Certificate at Southern Connecticut State University.

BACKGROUND
Master's prepared Nurse Educators have a major role in the education of registered nurses at both the associate and baccalaureate level. As the demand for the expansion of nursing education programs has grown, the number of eligible students accepted into these programs is limited in part due to a shortage of nurse educators, which contributes to the nationwide shortage of nurses. Inpatient and outpatient health care settings mandated to provide continuing education for nurses are also impacted by the limited number of Master's prepared nurse educators. Despite this, applications to our program have been limited. Many universities across the country offer a Post-Master's Nurse Educator Certificate for registered nurses who already have a Master's degree. Many of these are offered as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to educate future nurses, hence broadening the nursing workforce. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact:
No new resources are required for this transition.

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

02/05/2020 – BOR -Academic and Student Affairs Committee
02/18/2020 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11/13/2020

Name of Program: Nurse Educator Certificate

Type of Credential *(e.g. Associate Degree, Grad Certificate)* Post-Master's Certificate

CIP Code Number 513203   Title of CIP Code Nurse Educator   OHE# 015712

ORIGINAL: Modality of Program -   X On ground   Online   Combined

If "Combined", % of fully online courses?

MODIFIED: Modality of Program -   On ground   Online   X Combined

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

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

Master's prepared Nurse Educators have a major role in the education of registered nurses at both the associate and baccalaureate level. As the demand for the expansion of nursing education programs has grown, the number of eligible students accepted into these programs is limited in part due to a shortage of nurse educators, which contributes to the nationwide shortage of nurses. Inpatient and outpatient health care settings mandated to provide continuing education for nurses are also impacted by the limited number of Master's prepared nurse educators. Despite this, applications to our program have been limited. Many universities across the country offer a Post-Master's Nurse Educator Certificate for registered nurses who already have a Master's degree. Many of these are offered as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to educate future nurses, hence broadening the nursing workforce. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) No new resources are required for this transition.

Institutional Contact for this Request: Dr. Cynthia O'Sullivan	Title: Associate Professor, Program Director	Tel.: 203-392-6486 e-mail: osullivanc2@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Department of Nursing, 501 Crescent Street, New Haven, CT 06515

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3203 / OHE# 001901), specifically the addition of hybrid modality to traditional program delivery – leading to a Master's in Nursing at Southern Connecticut State University.

A True Copy:

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

ITEM
Modification of a program – Nurse Educator, specifically the addition of hybrid modality to traditional program delivery – leading to a Master's of Nursing at Southern Connecticut State University.

BACKGROUND
Master's prepared Nurse Educators have a major role in the education of registered nurses at both the associate and baccalaureate level. As the demand for the expansion of nursing education programs has grown, the number of eligible students accepted into these programs is limited in part due to a shortage of nurse educators, which contributes to the nationwide shortage of nurses. Inpatient and outpatient health care settings mandated to provide continuing education for nurses are also impacted by the limited number of Master's prepared nurse educators. Many universities across the country offer this degree as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to educate future nurses, hence broadening the nursing workforce. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact:
No new resources are required for this transition.

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

02/05/2020 – BOR -Academic and Student Affairs Committee
02/18/2020 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11/13/2020

Name of Program: Nurse Educator

Type of Credential *(e.g. Associate Degree, Grad Certificate)* Master's of Science in Nursing

CIP Code Number 513203   Title of CIP Code Nurse Educator   OHE# 015712

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

MODIFIED: Modality of Program -   On ground   Online   X Combined
                        If "Combined", % of fully online courses?   75

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

Master's prepared Nurse Educators have a major role in the education of registered nurses at both the associate and baccalaureate level. As the demand for the expansion of nursing education programs has grown, the number of eligible students accepted into these programs is limited in part due to a shortage of nurse educators, which contributes to the nationwide shortage of nurses. Inpatient and outpatient health care settings mandated to provide continuing education for nurses are also impacted by the limited number of Master's prepared nurse educators. Many universities across the country offer this degree as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to educate future nurses, hence broadening the nursing workforce. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) No new resources are required for this transition.

Institutional Contact for this Request: Dr. Cynthia O'Sullivan	Title: Associate Professor, Program Director	Tel.: 203-392-6486 e-mail: osullivanc2@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Department of Nursing, 501 Crescent Street, New Haven, CT 06515

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the addition of hybrid modality to traditional program delivery – leading to a Post Master's Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM
Modification of a program – Clinical Nurse Leader, specifically the addition of hybrid modality to traditional program delivery – leading to a Post Master's Certificate at Southern Connecticut State University.

BACKGROUND
The Clinical Nurse Leader (CNL) role is one that is expanding in the U.S. health care environment; yet enrollment in our program has been minimal. Offering a Post-Master's CNL Certificate allows registered nurses who already have a Master's Degree, to transition into this leadership role without completing a second Master's Degree. Many universities across the country offer the CNL as both a Master's Program and a Post-Master's Certificate in a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to engage in this leadership role. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact:
No new resources are required for this transition.

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

02/05/2020 – BOR -Academic and Student Affairs Committee
02/18/2020 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11/13/2020

Name of Program: Clinical Nurse Leader Certificate
Type of Credential *(e.g. Associate Degree, Grad Certificate)* Post-Master's Certificate
CIP Code Number 51.3820   Title of CIP Code Clinical Nurse Leader   OHE# 015713

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

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

Explanation / Justification: *(Provide a concise rationale for the change request.)* The Clinical Nurse Leader (CNL) role is one that is expanding in the U.S. health care environment; yet enrollment in our program has been minimal. Offering a Post-Master's CNL Certificate allows registered nurses who already have a Master's Degree, to transition into this leadership role without completing a second Master's Degree. Many universities across the country offer the CNL as both a Master's Program and a Post-Master's Certificate in a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to engage in this leadership role. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) No new resources are required for this transition.

Institutional Contact for this Request: Dr. Cynthia O'Sullivan	Title: Associate Professor, Program Director	Tel.: 203-392-6486 e-mail: osullivanc2@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Department of Nursing, 501 Crescent Street, New Haven, CT 06515

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the addition of hybrid modality to traditional program delivery – leading to a Master's in Nursing at Southern Connecticut State University.

A True Copy:

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

ITEM
Modification of a program – Clinical Nurse Leader, specifically the addition of hybrid modality to traditional program delivery – leading to a Master's of Nursing at Southern Connecticut State University.

BACKGROUND
The Clinical Nurse Leader role is one that is expanding in the U.S. health care environment; yet enrollment in our program has been minimal. Many universities across the country offer this degree as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to engage in this leadership role. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.

Fiscal Impact:
No new resources are required for this transition.

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

02/05/2020 – BOR -Academic and Student Affairs Committee
02/18/2020 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11/13/2020

Name of Program: Clinical Nurse Leader   Type of Credential *(e.g. Associate Degree, Grad Certificate) Master's of Science in Nursing*   CIP Code Number 51.3820   Title of CIP Code Clinical Nurse Leader   OHE# 014671
ORIGINAL: Modality of Program -   X On ground   Online   Combined   If "Combined", % of fully online courses?
MODIFIED: Modality of Program -   On ground   Online   X Combined   If "Combined", % of fully online courses? 75
Explanation / Justification: *(Provide a concise rationale for the change request.)*   The Clinical Nurse Leader role is one that is expanding in the U.S. health care environment; yet enrollment in our program has been minimal. Many universities across the country offer this degree as a combined format with courses fully online and the practicum on ground in a variety of clinical settings. Many applicants have indicated that an online format is preferred. In making this transition, we will be offering a program that has increased flexibility and contributes to the increased number of nurses prepared to engage in this leadership role. Offering this program online will not only increase the number of applicants living in Connecticut, but from other states as well, particularly the border states.
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) No new resources are required for this transition.

Institutional Contact for this Request	Title	Contact
Institutional Contact for this Request: Dr. Cynthia O'Sullivan	Title: Associate Professor, Program Director	Tel.: 203-392-6486 e-mail: osullivanc2@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Department of Nursing, 501 Crescent Street, New Haven, CT 06515

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Therapeutic Recreation (CIP Code: 51.2309 / OHE# On ground: 002730; On line: TBD), specifically modification and substitution of courses and the addition of online modality to traditional program delivery – leading to a C2 Certificate at Middlesex Community College.

A True Copy:

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

ITEM
Modification of a program – Therapeutic Recreation, specifically modification and substitution of courses and the addition of online modality to traditional program delivery – leading to a C2 Certificate at Middlesex Community College.

BACKGROUND
Currently, MXCC's Therapeutic Recreation Certificate Program is designed for students interested in working in long term care facilities or other facilities serving older adults. The program curriculum is designed to meets the requirements set forth by the Department of Public Health for Certification in Therapeutic Recreation. Over the past three years, inquirers and feedback from long-term healthcare facilities have included a greater demand for those students trained with a specialized focus on the essentials involved with therapeutic recreation. Additionally, an increase request for course work directly related to program development and supervision contributes to this request for modification. The proposal also includes moving the certificate to a fully online version condensed format to meet the demands for online learning for the motivated student. Modifications further include enhancing online courses by offering half the courses in the 30-credit certificate online in a 7-week format. This approach meets the goal of increasing retention and opportunities for students to take a full-time course load. This modification will increase students' opportunity to complete the certificate in two semesters.

Moreover, those students prepared with course work specific to Therapeutic Recreation will have a greater employment achievability and transferability to bachelor's degree in Recreation and Leisure/ Therapeutic Recreation and would benefit from taking transferable courses at the Community College. The program modifications will provide additional employability opportunities and post-certification options for students. For students who wish to work in rehabilitation and long-term care facilities these modifications will set forth a strong path to obtain a Therapeutic Recreation Certificate. The modifications in course work enhance students' skill base in programming and direct care services. Additionally, important and developed as a response from community partners is the insertion of supervisory and leadership coursework. Students will gain skills to develop and manage recreation departments. Additionally, important is that students will strengthen their knowledge and provide themselves with the option to transfer credits to either an AS Degree in Human Services or Therapeutic Recreation.

Employment for recreational therapists is projected to grow faster than average at an 8% percent growth in employment over the next five years (Occupational Outlook Handbook, September 2020). The increase in demand is not only related to the increase in the aging baby boomer population, but also reflects an increase in community-based programs' increased recognition of needed holistic programming, including physical movement, and social and emotional well-being and supports. Therapeutic Recreation professionals will continue to work as part of a health care team in the treatment of age-related and chronic illnesses, developmental and psychiatric disabilities, and behavioral disorders.

Fiscal Impact:

Implementation of changes to the Therapeutic Recreation program will require no additional start-up costs or capital purchases. For the new Therapeutic Recreation courses, the appointment of a Program Coordinator may be required to aid in the further development of the program. Discussions are currently in progress with Northwestern Community College to assess the ability to accomplish this goal. Other required courses will be taught with existing full time and adjunct faculty.

RECOMMENDATION

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

02/05/2020 – BOR -Academic and Student Affairs Committee
02/18/2020 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 11/04/2020

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation March 2014

Original Program Characteristics

CIP Code No. 512309   Title of CIP Code Therapeutic Recreation

Name of Program: Therapeutic Recreation

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

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

Date Program was Initiated: 11.16.1992   OHE#: 02730

Modality of Program: X On ground   Online   Combined

    If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

Original Program Credit Distribution

\# Credits in General Education: 9

\# Credits in Program Core Courses: 18

\# Credits of Electives in the Field: 0

\# Credits of Free Electives: 0

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

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: **18**

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

X 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

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

Modified Program Characteristics

Name of Program: Therapeutic Recreation

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

Certificate[1]: *(specify type and level)* **C2**

Program Initiation Date: Fall 2021

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

    If "Combined", % of fully online courses?

Locality of Program: X On Campus   Off Campus   Both

Modified Program Credit Distribution

\# Credits in General Education: 12

\# Credits in Program Core Courses: 15

\# Credits of Electives in the Field: 0

\# Credits of Free Electives: 0

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

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: **18**

Total Number of courses and course credits to be modified by this application: 8 courses/24 credits

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

Program Discontinued: CIP: OHE#:   Accreditation Date:

Phase Out Period   Date of Program Termination

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: Jennifer Hernandez   Title: Professor/Program Coordinator   Tel.: 860.343.5816   e- mail: jhernandez@mxcc.edu

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

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

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

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

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)* Currently, our Therapeutic Recreation Certificate Program is designed for students interested in working in long term care facilities or other facilities serving older adults. The program curriculum is designed to meets the requirements set forth by the Department of Public Health for Certification in Therapeutic Recreation. Over the past three years our inquirers and feedback from long-term healthcare facilities has included a greater demand for those students trained with a specialized focus on the essentials involved with therapeutic recreation. Additionally, an increase request for course work directly related to program development and supervision contributes to our request for modification. Our proposal also includes moving our certificate to a fully online version condensed format to meet the demands for online learning for the motivated student. Our modifications further include enhancing our online courses by offering half the courses in the 30-credit certificate online in a 7-week format. This approach meets our goal of increasing retention and opportunities for students to take a full-time course load. This modification will increase our student's opportunity to complete the certificate in two semesters. Moreover, those students prepared with course work specific to Therapeutic Recreation will have a greater employment achievability and transferability to bachelor's degree in Recreation and Leisure/ Therapeutic Recreation and would benefit from taking transferable courses at the Community College. The program modifications will provide additional employability opportunities and post-certification options for our students. For students who wish to work in rehabilitation and long-term care facilities these modifications will set forth a strong path to obtain a Therapeutic Recreation Certificate. The modifications in course work enhance our student's skill base in programming and direct care services. Additionally, important and developed as a response from our community partners is the insert of a supervisory and leadership coursework. Students will gain skills to develop and manage recreation departments. Additionally, important is that our students will strengthen their knowledge and provide themselves with the option to transfer credits to either an AS Degree in Human Services or Therapeutic Recreation.

- **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)* Employment for recreational therapists is projected to grow faster than average at an 8% percent growth in employment over the next five years (Occupational Outlook Handbook, September 2020). The increase in demand, not only is related to the increase in the aging baby boomer population, but also reflects an increase in community-based programs increased recognition of needed holistic programming, including physical movement, and social and emotional well well-being and supports. Therapeutic Recreation professionals will continue to work as part of a health care team in the treatment of age-related and chronic illnesses, developmental and psychiatric disabilities, and behavioral disorders. Recent reviews on the job search engine, *Indeed.com* and *Glassdoor.com* indicate consistent job availability for Recreational Therapists, Therapeutic Recreation Directors, Therapeutic Recreation Assistants, and Activity Directors. Amongst those sites, specific to Middlesex County, several employment opportunities are available on our Connecticut shoreline. This is an area with increased interest in collaborating with our school. Many of our students who are currently enrolled in our Therapeutic Recreation Certificate are seeking employment or advancement in long-term care facilities. Those seeking advancement are often mandated to receive this credential in order to remain employed. In Connecticut all long-term care facilities are required by Connecticut's Department of Public Health to staff a Certified in Therapeutic Recreation. This mandate provides incentive for those seeking career advancement. We also have students who may have either their AS or BS or MS degree in a related field and seek the necessary credits in Therapeutic Recreation for employability. All our Therapeutic Recreation students complete 120 hours of a field placement experience. For students seeking field placements, 100% are placed in facilities that meet the desires of the students preferred community and population, i.e. rehabilitative services, long-term care. The field placements offer valuable opportunities for students to apply the theories and practice of Therapeutic Recreation and to strengthen the skills necessary to meet the needs of the workforce. For those who graduate with both a Therapeutic Recreation Certificate and an AS Degree in Human Services, the employment options are more

varied and include entry level positions with populations other than older adults and often include rehabilitative services.

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- **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**? Both the Middletown Campus and Meriden Center of Middlesex Community College are in communities rich with social services. More than 100 long- term care facilities are located in Middlesex County, including our shoreline and the Meriden/Wallingford area. The Program Coordinator has expanded the connection to larger franchised facilities on the shoreline such as Apple Rehab to market our certificate and our students. This partnership provides further accessibility to facilitates and provides our students with opportunities for networking to enhance their employment options. They provide useful community engagement and employment opportunities for our students. Given the wealth of social service agencies in Middlesex County, including our shoreline and the Meriden/Wallingford Area, our students are successful in completing their academic and vocational goals. As with the current Therapeutic Recreation Program, the modified program offers courses that transfer seamlessly to our AS Degree in Human Services. Students enrolled in Therapeutic Recreation can specialize their degree plans to focus directly on work with those needing recreational and social services. Unique to Middlesex Community College, is our modification to offer this certificate fully online including 7-week course offerings to enhance the student's ability to complete the certificate and obtain successful employment. Middlesex Community College is prepared to establish this strong online certificate opportunity for our community. This modification to our academic delivery will provide access to those individuals who desire to enhance their skills via online learning which includes supervised field placement experiences. Additionally, a strength of our program includes are skilled adjunct faculty. Our adjunct faculty are experienced practitioners in the field, with more than twenty years of employment history in positions which enhance their understanding of the practice, service and the employment demands. They provide expertise and opportunities for students to partner with facilities for the purpose of observation and service. Both full time and adjunct faculty teach the other courses in the curriculum. This commitment to community engaged learning by our faculty supports student retention and success. Key to the success of our students is the advising experience and support provided by the Human Services Program Coordinator who is also the Program Coordinator of the Therapeutic Recreation certificate. One on one advising provides the students with opportunities to explore the work, their goals and to support in locating a field placement site that fits the students' needs, thus contributing to the retention and success of the student's outcomes.

- **Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program** *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* The program modifications offer transfer opportunities to the Therapeutic AS Degree at Manchester Community College and the BS Degree in Recreation Leisure/Therapeutic Recreation at Southern Connecticut State University.

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

COLLEGE	DEGREES	CERTIFICATE
Gateway		Certificate in Therapeutic Recreation
Manchester	*AS in Therapeutic Recreation*	*Certificate in Therapeutic Recreation*
Northwestern	*AS in Therapeutic Recreation*	*Certificate in Therapeutic Recreation*

- **Please provide a description/analysis of employment prospects for graduates of this proposed program** Recent reviews on the job search engine, Indeed.com and Glassdoor.com indicate consistent job availability for Recreational Therapists, Therapeutic Recreation Directors, Therapeutic Recreation Assistants, and Activity Directors. Students with a Certificate in Therapeutic Recreation can begin working immediately after completion with the average starting salary without additionally experience starting at $35,360. However, given that this modification includes Field Placement

experience, and coursework directly related to direct service, students will have a greater likelihood to present with the skill base needed to enhance their salary quickly. These modifications include an emphasis on work readiness and students receiving a Certificate in Therapeutic Recreation will gain knowledge in specific areas such as running and implementing therapeutic programs, and developing activities and events for seniors or those physically or mentally challenged in a clinical setting. Moreover, students with a Certificate in Therapeutic Recreation will have developed skills in program implementation while working with all disciplines in a challenging multi-cultural environment. Career advancement is also a consideration in this modification. Each student will be provided with the tools needed to support further growth in the industry. In a review of *Salary.com* the average Recreational Therapist salary in Connecticut is reported as $61,726 as of September 25, 2020, with the average at $55,160 and $68,545 with consideration of salary ranges depending on the city and other factors, including education, certifications, additional skills, the number of years of experience. Employment for recreational therapists is projected to grow faster than average at an 8% percent growth in employment over the next five years (Occupational Outlook Handbook, September 2020).

Present side-by-side listing of curricular modification: (From Original to Modified)

Original	Modified
ENG*101 Composition	ENG*101 Composition
PSY*103 Introduction to Holistic Wellness	RLS* 223 Leisure and Aging (7 Weeks)
HSE* 202 Introduction to Counseling	HSE* 101 Introduction to Human Services
HSE*281 Field Work I **OR** HSE*282 Human Services Field Work II	HSE*281 Field Work I
PSY*111 General Psychology	PSY*111 General Psychology
RLS*121 Introduction to Therapeutic Recreation	RLS*121 Introduction to Therapeutic Recreations (7 Week)
RLS*122 Processes and Techniques in Therapeutic Recreation	RLS*122 Processes and Techniques in Therapeutic Recreation (7 weeks)
SOC*120 Group Dynamics	SOC*120 Group Dynamics (7 weeks)
Direct Electives Options: (choose two): SOC* 114 Sociology of Aging PSY* 208 Adult Development/Aging PSY* 245 Abnormal Psychology PSY* 251 Behavior Disorders in Children and Youth RLS* 221 Therapeutic Recreation	RLS* 221 Therapeutic Recreation (7 weeks)
	RLS* 215 Recreational Leadership & Supervision

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements, mode of delivery, etc., and concisely describe how the institution will support these changes.)*

The needed changes to our certificate program are driven by the students and facilities requests for course work that is strong in Therapeutic Recreation skills and theory. Additionally, the modifications come at a time when online condensed learning is a trend that supports our workforce. Specific course change justifications include:

1. HSE* 202 Introduction to Counseling **[change to HSE* 101, Introduction to Human Services]** This entry level course will provide the student an overview of social services and each model of deliver to aid in students greater understanding of the foundations of the helping profession.

2. PSY*103 Introduction to Holistic Health **[change to RLS* 215 Recreational Leadership & Supervision]** The addition of a course in leadership and supervision supports the advisement from those in the therapeutic recreation workforce.

3. <u>Direct Electives Options: (choose two):</u> SOC* 114 Sociology of Aging, PSY* 208 Adult Development/Aging, PSY* 245 Abnormal Psychology, PSY* 251 Behavior Disorders in Children and Youth, RLS* 221 Therapeutic Recreation **[change to RLS* 223 Leisure and Aging]** The addition of a course focused on leisure and aging supports the advisement from those in the therapeutic recreation workforce, as well as review of the alignment with Manchester Community College. In addition, the insert of this course will meet the needs to explore aging in the context of therapeutic recreation.

4. <u>The second Direct Elective modification includes:</u> **[change to RLS* 221 Therapeutic Recreation]** The addition of this as a required course, supports the overall objective to develop the certificate to include course work specifically focused on therapeutic recreation. This is also aligned with Manchester Community College and Northwestern Community College.

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)*

Implementation of changes to the Therapeutic Recreation program will require no additional start-up costs or capital purchases. For the new Therapeutic Recreation courses, the appointment of a Program Coordinator may be required to add in the further development of the program. Discussions are currently in progress with Northwestern Community College to assess the ability to accomplish this goal. Other required courses will be taught with existing full time and adjunct faculty.

Faculty Name and Title	Institution of Higher Degree	Areas of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Jennifer Hernandez, Associate Professor	University of Hartford	Non-Profit Program development, curriculum development, grant writing, leadership and supervision	Program Coordinator Human Services, Social Work Studies and Therapeutic Recreation
Eileen Cicchese	Southern Connecticut State University	Therapeutic Recreation in rehabilitation and community settings with an emphasis in teaching in higher education. National Certification in Therapeutic Recreation CTRS and a National Certification as Parks and Recreation Professional CPRP. Certified Lifeguard specialization in programming and working with individuals with disabilities.	Adjunct

Mary Wolack	Bachelor of Science from University of Connecticut in Therapeutic Recreation	Master Course' course work with Southern Connecticut State University. Nationally Certified Therapeutic Recreational Specialist. State of Connecticut at Connecticut Valley Hospital Rehabilitation Supervisor (35 years) Specialties include Addiction treatment, Psychiatric Treatment, Trauma Sensitive and Gender Specific Treatment with Adults ages from 18 to over 65/ Older Adults.	Adjunct

Other Considerations
None

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2017		First Term, Year 2018		First Term, Year 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers*	0	9	0	3	3	2
New Students	1	3	1	0	0	1
Returning Students	0	8	2	9	0	5
ACTUAL Headcount Enrollment	0	20	3	12	3	8
ACTUAL FTE per Year	7.0		7.1		6	
Size of Credentialed Group (s) for Given Year	5		6		5	

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

Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
RLS* 121, Introduction to Therapeutic Recreation	1-7	None	3	ENG* 101, College Composition	4	3
RLS* 122, Processes and Techniques in Therapeutic Recreation	1-7	None	3	PSY* 111, General Psychology	3,5,6	3
RLS*215 Recreational Leadership and Supervision	1-7	HSE* 101	3	HSE* 101 Introduction to Human Services	1-7	3
RLS*221 Therapeutic Recreation	1-7	RLS*121, *PSY*111*	3	SOC*120 Group Dynamics	4,9	3
RLS* 223 Leisure and Aging	1-7	HSE* 101 or None?	3	HSE* 281 Human Services Field Work 1	1-7	3
Core Course Prerequisites				**Elective Courses in the Field**		
HSE* 101 Introduction to Human Services						
RLS* 121 Introduction to Therapeutic Recreation						
PSY* 111 General Psychology						
Eligibility ENG* 101/101E College Composition/Embedded						
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 Therapeutic Recreation Certificate Program requirements, graduates will:

1. Explain and compare the theories pertaining to adjustment and development
2. Explain and compare the theories of treatment methods and intervention modalities
3. Explain and compare the etiological factors in psychopathology, including the biological, sociological, and psychological factors
4. Demonstrate attitudes of openness, candor, cooperation, and support through group work and interaction
5. Demonstrate the use of methods of research and reporting, using psychological, sociological, and clinical terminology
6. Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship

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

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

7. Demonstrate an understanding of the normative developmental patterns that occur in individuals from conception through old age and how this understanding impacts our understanding of abnormal behavior and clinical interventions

8. Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities

9. Demonstrate skill in client needs assessment and in the provision of information and referral for client access to resources, whether the client be an individual, family, group, or community

10. Demonstrate an awareness of themselves as change agents through the use of such vehicles as recreational activities, modeling, contracting, client and community intervention, advocacy, and constructive use of confrontation

11. Analyze the impact of collaborative social service systems.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue	Fall 2020		Fall 2021		Fall 2022	
	FT	PT	FT	PT	FT	PT
Tuition (do not include internal transfers)	3	10	4	11	5	12
Program-Specific Fees	0	0	0	0	0	0
Other Revenue (Annotate in narrative)	0	0	0	0	0	0
Total Estimated Program Revenue	**$ 5,976**	**$ 9,960**	**$ 7,968**	**$10,956**	**$ 9,960**	**$ 11,952**
Total Estimated Program Revenue (Sum)	**$15,936**		**$18,924**		**$21,912**	

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator)	0	0	0
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	16,659	16,659	16,659
Support Staff	0	0	0
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	**$ 16,659**	**$ 16,659**	**$ 16,659**

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

NOTE: The Program Coordinator is also coordinating the AS Human Services degree program and there is no additional compensation for coordinating this program. New FT faculty are not required as courses in this program are being taught by existing FT faculty. The program can be taught online and does not require physical space on campus. There are existing library collections supporting the needs of this program.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Music Education (CIP Code: 13.1312 / OHE # 000183) leading to a Master of Science at Western Connecticut State University until fall 2022.

A True Copy:

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

ITEM
Suspension of a program in Music Education leading to a Master of Science at Western Connecticut State University until fall 2022.

BACKGROUND
Enrollment in the MS in Music Education has been diminishing for the last several years. WCSU is suspending admission while re-designing the curriculum to meet the needs of a broader audience. While our music education programs are well known and well regarded in the state of Connecticut, the diminishing enrollments are signaling a need to re-imagine our audience in terms of both content and modalities. Faculty are review the content of the curriculum and good opportunities for using hybrid formats to expand our reach. We are excited to spend this time reimagining the program and leveraging the talents of the varied faculty expertise at WCSU. We plan to re-launch in 2022.

All students currently enrolled will be allowed to complete their programs as planned. We are only suspending admission at this time. No full phase out is planned.

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

02/05/2021 – BOR -Academic and Student Affairs Committee
02/18/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR **SUSPENSION OF EXISTING PROGRAM**

SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/4/2020

Program: **MS Music Education**   CIP: **13.1312**   OHE#: **00183**   BOR Accreditation Date**: 01/01/1976**
Date Program will be reinstated or deleted (one, two, or three years maximum*):* **2023**

Program Characteristics

Name of Program: Music Education

Degree: Title of Award*)* **MS**   Associated Certificate(s) (if any) **n/a**

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

Modality of Program**: X On ground**
Locality of Program: **X On Campus**

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

Institutional Contact for this Proposal: Dr. Laurel Larsen	Title: Chair, Depart. of Music	Tel.: 203-837-8353 e-mail: larsenl@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION
Narrative   Enrollment in the MS in Music Education has been diminishing for the last several years. WCSU is suspending admission while re-designing the curriculum to meet the needs of a broader audience. We plan to re-launch in 2022.
Phase Out/Teach Out Strategy: All students currently enrolled will be allowed to complete their programs as planned. We are only suspending admission at this time. No full phase out is planned.

SECTION 3: RESOURCES
Close Out: What resources/costs would be employed and/or expended to suspend program: None

SECTION 4: LESSONS LEARNED
While our music education programs are well known and well regarded in the state of Connecticut, the diminishing enrollments are signaling a need to re-imagine our audience in terms of both content and modalities. Faculty are review the content of the curriculum and good opportunities for using hybrid formats to expand our reach.   We are excited to spend this time reimagining the program and leveraging the talents of the varied faculty expertise at WCSU.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Special Education (CIP Code: 13.1001, OHE# TBD) – leading to a Master of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM

Establishment of a new program leading to a Master of Science in Special Education Eastern Connecticut State University.

BACKGROUND

The proposed Master of Science in Special Education leading towards a K-12 Comprehensive Special Education Cross-Endorsement program aligns with the mission of Eastern by providing teacher candidates opportunities to connect special education theory to practical settings in schools and in the community. Throughout their time in the program, candidates will work with individuals with disabilities and from diverse backgrounds in a variety of settings, as well as with professionals who work in special education and related services. Through a school-community based approach and a unique integration of the arts in special education, candidates will develop a holistic understanding of special education, thus preparing them to be competent K-12 special educators in schools and in their communities.

Eastern Connecticut State University (Eastern)'s exit survey data from completers of our initial certification programs indicate that they are competent in their fields, and that most of them agreed or strongly agreed that our teacher education program prepared them on our candidate learning outcomes. However, survey results from the past three years consistently indicate that program completers do not feel confident working with students with special needs (e.g., using effective strategies to teach studies with disabilities or to address challenging behaviors). Current course offerings in special education at the initial certification level are not providing sufficient competency in special education and completers indicate an interest in developing this competency. Eastern students seeking additional endorsements post-graduation would, therefore, benefit from a special education certification program to build their confidence and competencies for working with students with disabilities.

Graduates from this program will be better prepared to meet the growing needs of students with disabilities from diverse backgrounds in Connecticut schools. Per the Connecticut State Department of Education, the state has seen a steady increase in prevalence rates for students receiving special education services from 2015 (13.4%) to 2020 (15.6%). As the prevalence rate of students with disabilities increases in Connecticut, so too does the need for qualified special education teachers. There is a shortage of teachers qualified to teach special education in Connecticut (https://rockinst.org). Per the same report, in the 10-year span between school years 2006-2007 and 2016-2017, the state saw a 22% increase in the number of students who received special education services. Additionally, for the past 5 years, there has been a stable trend in critical special education shortages, and certification in grades K-12 special education continues to be a priority shortage (https://portal.ct.gov). This data indicates that there is a need for more teachers who are certified in special education, thus pointing to a need for additional programs in the state that offer special education cross-endorsements to currently certified educators.

The need for special education teachers certified for grades K-12 in Connecticut is further supported by data obtained from JobsEQ. Of the 1,277 special education teacher job openings in

Connecticut posted in the past year, 798 ads sought special education teachers certified to teach in grades K-12. JobsEQ also indicates that most job ads required skills in written and verbal communication, collaboration, problem solving, and the ability to initiate and maintain relationships, all of which are supported by the presently proposed program.

Southern CT State University, Central CT State University, and Western CT State University offer different versions of a MS in Special Education programs; however, the proposed program does not create any duplication between other programs offered at CSCU institutions. This program takes a unique school- and community-based approach, including interagency collaborations and integration of arts (both of which are not include in the other programs), offers integrated action research possibilities within practica and dedicated coursework. This program therefore fulfils a need that other institutions locally and regionally do not currently address.

We are already offering four courses online (EDU 680, EDU 610, EDU 611, ECE 620) and the remaining courses will be taught by currently employed faculty. The courses currently enroll between ten to fifteen students. If the number of students grows to more than twenty-five, several sections of the same course may need to be offered, in which case, revenues for student tuition would offset any additional faculty expenses. We do not need any additional resources to run the program.

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

02/05/2021 – BOR -Academic and Student Affairs Committee
02/18/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: Eastern CT State University	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date: Approved in 2011	

Program Characteristics Name of Program: Master of Science in Special Education Degree: Title of Award *(e.g. Master of Arts)* **Master of Science in Special Education (MS)** Degree Certificate: *(specify type and level)* Stand-Alone Certificate: *(specify type and level)* Anticipated Program Initiation Date: Summer 2021 Anticipated Date of First Graduation: May 2022 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 80 Locality of Program: On Campus Off Campus X Both	**Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: 21 # Credits of Electives in the Field: # Credits of Other Electives: 3 # Cr Special Requirements *(include internship, etc.):* 6 <u>Total # Cr in the Program</u> *(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: **15**

NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR	
CIP Code Number 13.1001 Title of CIP Code Special Education and Teaching, General	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit *(e.g. School of Business)* School of Education and Professional Studies Location *(e.g. main campus)* Offering the Program: Willimantic 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: CT165 K-12 Comprehensive Special Education *(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. Elizabeth Scott	Title: Interim Dean, School of Education and Professional Studies	Tel.: 860465-5293 e-mail: scotte@easternct.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

The mission of Eastern Connecticut State University, the state's designated public liberal arts university, is to engage students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives. Eastern's inclusive residential campus, outstanding faculty, emphasis on teaching excellence and exceptional facilities raise students' aspirations and cultivate engagement, inquiry, integrity and social responsibility. In the traditional arts and sciences, as well as in pre-professional programs that are grounded in the liberal arts, Eastern students apply theory in practical settings. Faculty research, scholarship, creative work, and community engagement inform teaching and learning, advance knowledge and enrich the liberal arts curriculum. The University is committed to serving the state of Connecticut and the nation by preparing its students for their future personal, professional and public roles, as leaders in both their communities and professional fields.

The proposed Master of Science in Special Education leading towards a K-12 Comprehensive Special Education Cross-Endorsement program aligns with the mission of Eastern by providing teacher candidates opportunities to connect special education theory to practical settings in schools and in the community. Throughout their time in the program, candidates will work with individuals with disabilities and from diverse backgrounds in a variety of settings, as well as with professionals who work in special education and related services. Through a school-community based approach and a unique integration of the arts in special education, candidates will develop a holistic understanding of special education, thus preparing them to be competent K-12 special educators in schools and in their communities.

Addressing Identified Needs

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

Graduates from this program will be better prepared to meet the growing needs of students with disabilities from diverse backgrounds in Connecticut schools. Per the Connecticut State Department of Education, the state has seen a steady increase in prevalence rates for students receiving special education services from 2015 (13.4%) to 2020 (15.6%). As the prevalence rate of students with disabilities increases in Connecticut, so too does the need for qualified special education teachers. There is a shortage of teachers qualified to teach special education in Connecticut (https://rockinst.org). Per the same report, in the 10-year span between school years 2006-2007 and 2016-2017, the state saw a 22% increase in the number of students who received special education services. Additionally, for the past 5 years, there has been a stable trend in critical special education shortages, and certification in grades K-12 special education continues to be a priority shortage (https://portal.ct.gov). This data indicates that there is a need for more teachers who are certified in special education, thus pointing to a need for additional programs in the state that offer special education cross-endorsements to currently certified educators.

The need for special education teachers certified for grades K-12 in Connecticut is further supported by data obtained from JobsEQ. Of the 1,277 special education teacher job openings in Connecticut posted in the past year, 798 ads sought special education teachers certified to teach in grades K-12. JobsEQ also indicates that most job ads required skills in written and verbal communication, collaboration, problem solving, and the ability to initiate and maintain relationships, all of which are supported by the presently proposed program.

Eastern Connecticut State University (Eastern)'s exit survey data from completers of our initial certification programs indicate that they are competent in their fields, and that most of them agreed or strongly agreed that our teacher education program prepared them on our candidate learning outcomes. However, survey results from the past three years consistently indicate that program completers do not feel confident working with students with special needs (e.g., using effective strategies to teach studies with disabilities or to address challenging behaviors). Current course offerings in special education at the initial certification level are not providing sufficient competency in special education and completers indicate an interest in developing this competency. Eastern students seeking additional endorsements post-graduation

would, therefore, benefit from a special education certification program to build their confidence and competencies for working with students with disabilities.

The Master of Science (M.S.) in Special Education will be offered in a hybrid model, with 80% of course offerings occurring online, and 20% occurring on-ground. The 6 practicum credits comprise the 20% of on-ground courses. Thus, the program can offer better accessibility to working professionals who do not live in the direct campus area. Aside from the University of Connecticut, no other university in the eastern and southeastern regions (i.e., the Tolland, Windham, and New London regions), offers a graduate certification program in special education, indicating a need for additional programs in this region of the state, especially those designed for working professionals. Although the present program is offered mostly online, participants from the eastern region will have more options to engage in a university program established in the community they live and/or work in, providing them more opportunities to enhance their community with the support of a university that understands their community's goals and needs.

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

  The proposed M.S. in Special Education program will utilize the strengths of current faculty at Eastern, who not only currently teach special education courses, but who also hold terminal degrees in special education. In particular, it will utilize the strengths of two of our current full-time faculty in special education, who together carry extensive classroom teaching experience, research, and professional preparation in the full spectrum of K-12 students' instruction and development. The proposed program will not currently require additional faculty or other resources to be effectively delivered. The library and IT resources currently available at Eastern more than adequately meet the requirements for this program.

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

  Candidates will be supported throughout their time in the program by faculty advisors and university supervisors in coursework and progress monitoring to ensure each candidate's success. To provide candidates with equitable access to course materials, faculty will work to provide resources that are available through the University's online course management system and will limit the need for candidates to purchase expensive textbooks when possible. For their practicum settings, candidates will have the option to request their placements in schools and agencies in their local communities and/or their current place of employment, which will provide equitable and convenient access to the practical learning environments required for this program. All candidates will be supported by our Office of Educational and Clinical Experiences and by Eastern's Center for Community Engagement, which connects university students with local agencies, promotes effective and sustainable relationships with students and their community, and improves employability skills.

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

  The program will honor all existing Board of Regent transfer articulation agreements. The candidates admitted to this program will be able to transfer up to 6 graduate credits of relevant special education core content from other accredited institutions.

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

  Southern CT State University, Central CT State University, and Western CT State University offer different versions of a MS in Special Education programs; however, the proposed program does not create any duplication between other

programs offered at CSCU institutions. This program takes a unique school- and community-based approach, including interagency collaborations and integration of arts (both of which are not include in the other programs), offers integrated action research possibilities within practica and dedicated coursework. This program therefore fulfils a need that other institutions locally and regionally do not currently address.

Cost Effectiveness and Availability of Adequate Resources

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

We are already offering four courses online (EDU 680, EDU 610, EDU 611, ECE 620) and the remaining courses will be taught by currently employed faculty. The courses currently enroll between ten to fifteen students. If the number of students grows to more than twenty-five, several sections of the same course may need to be offered, in which case, revenues for student tuition would offset any additional faculty expenses. We do not need any additional resources to run the program.

Student Recruitment / Student Engagement

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

Our primary recruitment will focus on our own undergraduate programs. As previously mentioned, Eastern's teacher education initial certification completers have indicated in exit surveys that they feel underprepared to meet the needs of students with disabilities. Thus, our recruitment efforts will be directed to our own candidates enrolled in our initial certification programs. Potential candidates for this program already take courses with the program faculty, so initial recruitment efforts will be established through existing coursework and during individual and group student advisement sessions. We will also reach out to currently certified educators already working in the field, especially our own alumni and those working in the Windham area.

The MS in Special Education program will also be promoted at Eastern's Graduate Fair, the Graduate Division's Open House, and other student recruitment events in the state such as the Teacher Career Pathways event during which representative faculty meet with interested program applicants.

Projected program enrollments are listed in the proforma budget. The numbers are based on interests expressed by our alumni and current candidates.

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

As a university, Eastern strives to provide the best possible outcomes for each individual student of all background and abilities. Following this mission, faculty will support candidates in the MS in Special Education program through individualized support in advisement and progress monitoring. All Education graduate candidates at Eastern must gain entrance into the Graduate Division, through which candidates will be advised in matters of admission and retention throughout their time in the program. One of the goals of the MS in Special Education program is to build on the skills of currently qualified and certified educators, who will build on these skills to enhance their knowledge of special education. Any candidate recognized as needing additional support, such as during coursework assessments or in their practicum setting(s), will receive individualized faculty guidance to ensure their successful retention in and completion of the program. Our small sizes (25 or less) and average faculty: student ration of 1:15 already ensures a personal connection with each student and facilitates the retention process.

Additional efforts to retain and ensure successful completion of the program will be made for candidates coming to the MS in Special Education program. These candidates will likely be seeking new teaching positions post-graduation. To ensure that candidates are motivated and prepared to complete the program and to enter the Connecticut workforce, program faculty will work with the Education Department Employability Liaison, and a member of the University Employability Council whose role it is to improve the career readiness of Eastern students.

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)*

This LO addresses following content areas; Council of Accreditation for Educator preparation (CAEP) Standards for Advanced Programs, Connecticut Common Core of Teaching (CCCT), Council for Exceptional Children Advanced Preparation Standards (CEC), and Eastern's Educator Preparation Programs' Candidates Learning Outcomes (EPP CLO)

1. Candidates will demonstrate their foundational knowledge in special education, including laws and policies, psychoeducational theories on learner characteristics and atypical development, specific learning disabilities, planning for varying learning environments, instruction, and professional responsibilities towards students with mild to moderate disabilities. Assessment: Research-based papers on atypical development and related effective instructional practices. (CAEP A.1.1, A.1.2; CCCT 1, 2, & 4; CEC 2, 6, & 7; EPP CLO I, IV).

2. Candidates will apply knowledge about diagnoses of disabilities, planning and placement team, referral processes, design and evaluate curriculum and employ appropriate teaching and intervention models, including Scientific Research Based Interventions. Assessment: Lesson study analysis, interviews, research reviews and instructional units. (CAEP A.1; CCCT 1-4; CEC 1-7; EPP CLO I & II).

3. Candidates will demonstrate ability to evaluate students, to analyze individual and group data, and to engage in appropriate program planning, including content-based and art interventions for students with learning disabilities, exceptional learning needs and from culturally or linguistically diverse backgrounds. Assessment: Research reviews of assessment practices, case studies of students with disabilities. (CAEP A.1; CCCT 1-4; CEC 1-7; EPP CLO I & II).

4. Candidates will analyze evidence-based behavior management practices, interagency collaborations and build inclusive communities for individuals with disabilities. Assessment: Focus child study and development of an intervention plan. (CAEP A.1.1, A.1.2; CCCT 1-4; CEC 2-7; EPP CLO I-IV).

5. Candidates will demonstrate their ability to plan, implement, and support students with disabilities in diverse settings, demonstrate culturally responsive practices and the ability to collaborate on professional partnerships. Assessment: Effectiveness of their support of students, and planned interventions in practicum experiences. (CAEP A.1.1, A.1.2, A.2.1; CCCT 1-4; CEC 1-7; EPP CLO I-IV).

6. Candidates will learn about and apply knowledge of the Universal Design for Learning framework and various assistive technology devices and services in the areas of communication, mobility, education, recreation, vocation, independence, and rehabilitation to support students of all backgrounds and abilities in classroom, home, and community settings. Assessment: Research and development of a comprehensive final paper on supporting a focus student who would benefit from assistive technology devices and/or services. (CAEP A.1.1, A.1.2; CCCT 1-4; CEC 2, 3, 4, 6; EPP CLO I-IV).

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

The current graduate program coordinator will take over the responsibility of the review of applications, admission, and other day-to-day operations of this program. The program coordinator will be supported by the secretary in the School of Education and Professional Studies, Graduate Division. The graduate program coordinator (Dr. Mark Fabrizi for AY 2020-2021) is a full-time faculty member in the Education Department.

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?

There will be no new faculty hires needed for this program to operate effectively.

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

What percent of credits in the program will be taught by adjunct faculty?
At this time, no credits are expected to be taught by adjunct faculty. In the event that one of the fulltime faculty is on leave, we will either hire an equally qualified adjunct faculty or re-assign the course to the other fulltime faculty.

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

Potential future adjunct faculty must hold a doctoral degree in special education or related degree and must have experience in K-12 special education settings.

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

The proposed program will not require additional, special resources at this time since the university currently has the required library, technology and faculty resources.

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
EDU 612- Assistive/adaptive Technology	1,6		3			
EDU 613- Evidence-Based Practices for Behavior Management in Special Education	4		3			
EDU 614- Reading, Writing, and Mathematics Interventions for Struggling Learners & Students with High-Incidence Disabilities	3		3			
EDU 630- Applying Foundational Knowledge and Applications in Special Education	1		3			
EDU 632-Special Education and the Arts	3		3			
EDU 634-Interagency Collaboration for Students with Disabilities and their Families	4, 5		3			
EDU 680- Issues and Trends in Special Education	1, 5		3			
EDU 690- Practicum in Local Agencies	4, 5, 6		2			
EDU 692- Practicum in Elementary Special Education	3, 4, 5		2			
EDU 694- Practicum in Secondary Special Education	4, 5		2			
Core Course Prerequisites				**Elective Courses in the Field**		
Any course in special education such as EDU 582 (Teaching Exceptional Learners) or EDU 307 (Inclusive Elementary Classroom) or EDU 308 (Inclusive Secondary Classroom) or ECE 420 (Adapting Early Childhood Classroom for the Inclusive Classroom) or ECE 505 (Young Children with Special Needs) or other equivalent courses			3	EDU 610- Special Education Assessment	3	3
Connecticut Foundations of Reading Test (090)				EDU 611- Special Education Methods of Instruction	2	3
Admission to the Eastern's Graduate Division				ECE 620- Intervention for Young Children with Autism	3, 4	3
Total Other Credits Required to Issue Credential 30 *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

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

The proposed MS in special education with K-12 Cross-Endorsement includes 30 credits: 24 credits are contained in the core curriculum of special education course sequences (21 core course credits and 3 elective credits) and 6 credits are contained in the practicum experiences. Together they also fulfill the requirements of the special education cross endorsement. Candidates can choose the elective course based on their individual needs.

Admission requirements will include a bachelors degree in education with either initial certification or extensive teaching experience and the successful completion of the Connecticut Foundations of Reading test.

The culminating capstone experience will be an integrated action research project that will be supported and completed through the practicums (EDU 690, EDU 692, or EDU 694).

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Kwangwon Lee, Assistant Professor	Indiana University, Bloomington	Special Education, Early Childhood Education, Early Intervention; Prek-12 Special Education teaching experience	Teaching Special Education, General Education, & Early Childhood Education Courses, Supervision of candidates in the field
Dr. Tanya Moorehead, Associate Professor	University of Central Florida	Exceptional Student Education, Special Education; K-12 certification in Special Education, K-12 special education teaching experience	Teaching Special Education & General Education Courses, Supervision of candidates in the field

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year 2021						Second Year 2022						Third Year 2023					
	Fall Semester		Spring Semester		Summer (2021)		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	3	4		4	4	4		4		4	4	4		4		4	4	4
Continuing Students progressing to credential			3	4	3	8	4	12	4	16	4	20	4	20	4	24		28
Headcount Enrollment	3	4	3	8	7	12	4	16	4	20	8	24	4	24	4	28	4	32
Total Estimated FTE per Year[1]					21						36						40	

PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	$19,950	$8,867	$19,950	$17,955	$46,550	$26,600	$26,600	$35,245	$26,600	$44,555	$53,200	$53,200	$26,600	$53,200	$26,600	$61,845	$26,600	$71,155
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$139,872						$239,400						$266,000					

PROJECTED Program Expenditures[3]			
	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$2,264	$2,264	$2,264
Faculty (Full-time, total for program)[4]	$60,000 (1/2 existing)	$60,000 (1/2 existing)	$60,000 (1/2 existing)
Faculty (Part-time, total for program)[4]	$6,300	$6,300	$6,300
Support Staff (lab or grad assist, tutor)	0	0	0
Library Resources Program	0	0	0
Equipment (List in narrative)	0	0	0
Other – Marketing	$3,000	$3,000	$2,000
Estimated Indirect Costs[6]	0	0	0
Total Expenditures per Year	$71,564	71,564	$70,564

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

1   1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
    Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

2   Revenues from all courses students will be taking.

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

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

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Tenure

February 18, 2021

RESOLVED: That the Board of Regents for Higher Education approve the following 2020-21 mid-academic year tenure recommendations by President Joe Bertolino for Southern Connecticut State University:

Andrea Adimando
Michael Fisher
Steven Hoffler
Rachel Jeffrey
Paul Levatino

A True Copy:

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

ITEM
Approval of the 2020-21 mid-academic year tenure recommendations by President Joe Bertolino of Southern Connecticut State University.

BACKGROUND
In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions.

RECOMMENATIONS
Recommendations forwarded to the Board have been approved by President Joe Bertolino of Southern Connecticut State University. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached. It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the granting of tenure to the following Southern Connecticut State University faculty members:

Andrea Adimando
Michael Fisher
Steven Hoffler
Rachel Jeffrey
Paul Levatino

02/05/2021 – BOR Academic & Student Affairs Committee
02/18/2021 – Board of Regents

![Southern Connecticut State University - Office of the President logo]

November 30, 2020

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

Dear Mr. Ojakian:

The following is my recommendation for Tenure, which will be effective January 26, 2021

TENURE

Dr. Andrea Adimando, Nursing
Dr. Michael Fisher, Biology
Dr. Steven Hoffler, Social Work
Dr. Rachel Jeffrey, Biology
Mr. Paul Levatino, Social Work/ Marriage & Family Therapy

I request that the Board of Regents act on these recommendations at its December 17, 2020 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino
President

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

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ASAC 2-5-2021 Page 81 of 120

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Use of a Preferred Gender Identity and Preferred Pronouns
February 18, 2021

WHEREAS, The Board of Regents acknowledges the significance of a gender identity and its related pronoun reference as it embodies the term in which a personal identity is cast; and, to that end the ability to change a gender identity or to use a preferred pronoun is a matter of great significance to students and employees during their enrollment or employment at the System's institutions, and

WHEREAS, The Board of Regents recognizes a need to expedite requests for modification of gender identities and use of requested and preferred pronouns by students and employees; therefore, be it

RESOLVED, The attached Policy Statement regarding Use of a Preferred Gender Identity and Preferred Pronoun is hereby adopted, and be it further

RESOLVED, The CSCU institutions that have not done so are to incorporate appropriate institutional policies and/or establish procedures to facilitate students' and employees' requests for a preferred gender identity or pronoun in those instances noted in the Policy.

A True Copy:

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

ITEM

The Board of Regents for Higher Education adopts a Policy regarding Use of a Preferred Gender Identity and Preferred Pronouns

BACKGROUND

The Board adopted Use of Preferred First Name and Execution of Changes to Legal Name by Students Policy and the Policy on Access to Restrooms and Locker Rooms on April 6, 2017. Both policies address respect for person's gender identity. The Policy regarding Use of a Preferred Gender Identity and Preferred Pronouns operates on the same continuum of respecting a person's gender identity by allowing that identity to be listed alongside their name on classroom rosters and other information.

ANALYSIS

This policy was spearheaded by students who wished to be addressed by their pronoun of choice in the classroom and other relevant settings. The goal was to list the preferred pronoun along with the student's name on rosters. In the spring of 2019, the implementation of Banner 9 by IT personnel at the universities and in the system office for the Office of Human Resources provided the opportunity to add a preferred pronoun field. A conversation quickly followed to identify options and implementation.

A working group with representation from the four state universities, community colleges and the system office was formed. Over the course of three meetings in June and July, members worked together to: 1) understand the opportunity, 2) learn about best practices for collecting data about gender and personal pronouns, 3) develop a list of ways this information could be used, 4) develop a draft list of options, 5) define a possible change management process; and 6) select representatives for a "final decision making team."

During the fall of 2020, the facilitator and the CSCU Chief Diversity Officer conducted focus groups at Western, Central and Middlesex, and student input was incorporated into the draft suggestions for the field code sets. The initial working group reconvened to consider the updated options. Members were pleased with the input from the students and unanimously approved the revised option set. While the working group members approved the updated draft options, their approval was not a final decision. Rather, the recommended options needed to be considered by the Final Decision Making Team for official acceptance. Members of the Final Decision Making Team were determined by the working group members to include the Office of Legal Affairs, System Office IT, System Office Chief Diversity Officers, Human Resources and CSU representation.

However, now in order to implement the use of the preferred pronoun to establish appropriate forms, procedures, training and timelines to facilitate students' requests for usage of preferred gender identities and preferred pronouns, the Board must authorize System Office to convene the work.

RECOMMENDATION

That the Board of Regents for Higher Education adopt the Statement of Policy regarding Use of a Preferred Gender Identity and Preferred Pronouns.

02/05/2021 – BOR Academic and Student Affairs Committee
02/18/2021 – Board of Regents

Use of a Preferred Gender Identity and Preferred Pronouns

Statement of Policy

The Board of Regents for Higher Education is committed to providing an educational environment where all are welcome and free to express the manner in which they choose to identify themselves. To that end, the BOR is issuing this policy so that individuals may be identified by their preferred gender identity and preferred pronouns.

The Board of Regents for Higher Education directs the System Office, working with individuals selected by College and University leadership and other stakeholders of the CSCU institutions, including students, to establish appropriate forms, procedures, training and timelines to facilitate students' requests for usage of preferred gender identities and preferred pronouns. The institutions are to incorporate information regarding preferred pronoun usage and preferred gender identity into their processes. Unless gender assigned at birth has been legally changed by court order, CSCU institutions must use students' birth genders in all official documents, despite requests for the usage of preferred pronouns or gender identities.

Definitions

Preferred Pronoun: A preferred pronoun is the pronoun selected by the student to address the manner in which others refer to the individual. For example, student Taylor Doe may prefer the pronouns "they/them/theirs" instead of "he/him/his" or "she/her/hers".

Birth Gender: Birth gender is the gender of a person assigned upon birth.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Programming Approval Policy

February 18, 2021

WHEREAS,   Connecticut State Statutes empowers the Board of Regents (BOR) to approve the establishment, modification and other dispositions of academic programming at institutions of the Connecticut State Colleges and Universities (CSCU) System; and

WHEREAS,   The approval of academic programming is an exercise of shared governance sequentially occurring upon initiation at the institutional level, the deliberative review of the CSCU Academic Council, the appraisal of the BOR Academic and Student Affairs Committee, and the resolution of the Board of Regents; and

WHEREAS,   The BOR deems the approval of academic programming to be a fluid process subject to periodic changes in its procedures and forms to effect greater clarity and further understanding between the layers of shared governance and to enhance efficiency; therefore, be it

RESOLVED: That the Board of Regents for Higher Education adopts the attached Academic Programming Approval Policy, and be it further

RESOLVED: The Academic Programming Approval Policy rescinds all prior System and Board of Regents academic programming approval policies.

A True Copy:

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

ITEM
 Adoption of a revised Academic Programming Approval Policy

BACKGROUND
The Academic Programming Approval Policy was approved by the Board of Regents on May 9, 2019. Three revisions have been made to the policy:

1. The section "Replication of College of Technology Program by Another Community College" has been modified to align with practice, namely that the Academic Council review and take action on applications for Replication of College of Technology Programs
2. The section "Procedural Notes" to clarify "Below Threshold" submissions, namely that program revisions of 15 or fewer credits in undergraduate credentials and of 12 or fewer credits in a graduate credential be submitted to the Academic Council as a below threshold item and then submitted to the Academic and Student Affairs Committee as an information item.
3. Under the section "New Academic Programming," the "Concept Paper for New Academic Program" is no longer required. At their option, colleges and universities may still submit a concept paper to receive input from the Academic Council prior to completing the "Application for New Program Approval." This change serves to shorten the time frame for implementing new programs.

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

02/05/2021 – BOR Academic & Student Affairs Committee
02/18/2021 – Board of Regents

Connecticut Board of Regents for Higher Education
Academic Programming Approval Policy
Policy Statement

Purpose

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

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

Domain

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

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

The operating principles for the approval process are:

Nimbleness – streamlining the approval process while ensuring reverence for the significance of each layered step

Responsiveness – paying close attention to the needs of students, the state and the individual institutions

Effectiveness – advancing institutional distinctiveness and their productive use of resources, while promoting opportunities for academic innovation, economic growth and development, and (inter-institutional and inter-disciplinary) collaboration

The CSCU Office of the System's Provost and Senior Vice-President for Academic and Student Affairs is charged with developing and revising as necessary forms to expedite the application process for those actions requiring BOR approval. The downloadable applications forms are to be

readily available to institutional officials, faculty and staff on the System's website:
https://www.ct.edu/academics/approval.

Procedural Guidelines

I. New Academic Programming

A. Concept Paper for New Academic Program -- Optional

1. At its option, institutions planning to submit an application for a new program may submit a concept paper to AC in order to solicit early feedback for a program proposal. If the institution chooses to submit a concept paper, it should submitted no later than the meeting prior to submission of the Application form for **New Program Approval** and follow steps 2-4 below.

2. Per the institution's established procedures, a *Concept Paper for New Academic Program* is developed and approved internally. With the endorsement of the Chief Academic Officer (CAO), the *Concept Paper* is submitted by initiator(s) and/or CAO to the System Office of the Provost.

3. After verifying the *Concept Paper* is in order, the designated Academic Affairs staff member in the Office of the Provost arranges via the Administrative Assistant for the *Concept Paper* to be placed on the agenda and within the agenda package for the next meeting of the CSCU Academic Council (AC), for its consideration.

4. The *Concept Paper* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Concept Paper* prior to the meeting. The AC advises the initiator(s) and CAO as to whether or not it is advisable that a full proposal be developed and what clarifications and/or improvements are suggested, if any. No <u>action vote</u> is taken by the AC.

B. Application for New Program Approval

1. Per the institution's established procedures and incorporating the AC's feedback to the *Concept Paper* if one has been submitted, the *Application* form for **New Program Approval** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator or CAO to the Office of the Provost.

2. After verifying the *Application* is in order, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u> to:

   a. reject the application, or

   b. ask for specified clarifications and/or improvements to be made in application and its re-submission to the AC, or

    c. ask for specified clarifications and/or improvements to be made in application and its submission to the Academic and Student Affairs (ASA) Committee, for its consideration with the AC's recommendation for approval, or

    d. recommend that the ASA approve the application

4. Staffers in the Office of the System Provost will prepare a Staff Report to introduce the *Application* to the ASA – the components of an academic approval Staff Report will include the AC endorsement and the recommendation of the System Provost; and a Board Resolution.

5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the establishment of the proposed new program, or to request that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. An affirmative vote generally triggers the *Application's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

NOTES: New academic programs are: degrees, degrees with option(s), degrees with certificate(s), and certificates (stand-alone and credit-bearing). All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR for a period of seven semesters beginning with its initiation. See below for threshold guidelines and procedures.

C. Application for Continued Licensure and Accreditation

1. If the institution elects, after the census date of the program's seventh semester, per the institution's established procedures, the *Application* form for **Continued Licensure and Accreditation** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator or CAO to the Office of the Provost.

2. After verifying the *Application* is in order, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.

4. Staffers in the Office of the System Provost will prepare a Staff Report to accompany the *Application* to be forwarded to the ASA – the components of an academic approval Staff Report will include the AC endorsement and the recommendation of the System Provost and a Board Resolution.

6. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the continued licensure and accreditation the program, or to request that specified clarifications and/or improvement be made in the application prior

to it being re-submitted to the ASA for re-consideration. Alternatively, the ASA may elect to recommend licensure and accreditation of the program for an additional five semesters and the subsequent submission of an *Application* form for **Continued Licensure and Accreditation**. An affirmative vote or alternative option generally triggers the *Application's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

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

D.

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

1. The replicating community college submits a **Letter of Intent** to the College of Technology (COT) Executive Director with an accompanying operational plan and budget from that institution's chief executive officer and/or chief academic officer; The Letter of Intent requires completion and internal approval of the application form for **New Program Approval – Replication of a COT Program**;

2. The COT Executive Director forwards the replication request and an affirming recommendation to the replicating community college;

3. With the endorsement of the CAO, the Application is submitted by the replicating community college to the Office of the Provost.

4. After verifying the Application is in order, the Academic Affairs staff arranges for the Application to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

5. The Application is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the Application prior to the meeting. After the deliberations, the AC takes an action vote to:
   a. reject the application, or
   b. ask for specified clarifications and/or improvements to be made in application and its re-submission to the AC, or
   c. ask for specified clarifications and/or improvements to be made in application and its submission to the Academic and Student Affairs (ASA) Committee, for its consideration with the AC's recommendation for approval, or
   d. recommend that the ASA approve the application

6. Staffers in the Office of the System Provost will prepare a Staff Report to introduce the Application to the ASA – the components of an academic approval Staff Report will

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

7. The Application is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the Application prior to the meeting. After clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the establishment of the proposed new program, or to request that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. An affirmative vote generally triggers the Application's Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

E. New CSCU Center or Institute

1. Per the institution's established procedures, a *Concept Paper for the Establishment of a CSCU Center/Institute* is developed and approved internally. With the endorsement of the chief academic officer (CAO), the *Concept Paper* is submitted by initiator(s) and/or CAO to the System Office of the Provost.

2. After verifying the *Concept Paper* is in order, the Academic Affairs staff member in the Office of the System Provost arranges via the Administrative Assistant for the *Concept Paper* to be placed on the agenda and within the agenda package for the next meeting of the CSCU Academic Council (AC), for its consideration.

3. The *Concept Paper* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Concept Paper* prior to the meeting. The AC advises the initiator(s) and CAO as to whether or not it is prudent that a full proposal be developed and what clarifications and/or improvements are suggested, if any.

4. If the institution elects to proceed, a *Proposal to Establish a CSCU Center/Institute* incorporating the AC's feedback to the *Concept Paper* is completed and approved internally. With the endorsement of the CAO, the *Proposal* is submitted by initiator or CAO to the Office of the System Provost.

5. After verifying the *Proposal* is in order, the Academic Affairs staff arranges for the *Proposal* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

6. The *Proposal* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Proposal* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>:

7. Staffers in the Office of the System Provost will prepare a Staff Report to accompany the *Proposal* to be forwarded to the ASA – the components of an academic approval Staff Report will include the AC endorsement and the recommendation of the System Provost and a Board Resolution.

7. The *Proposal* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Proposal* prior to the meeting. After

clarifications by the initiator(s) and/or CAO and any further discussion, the ASA votes on whether or not to approve the establishment of the proposed new Center/Institute, or to requests that specified clarifications and/or improvement be made in the application prior to it being re-submitted to the ASA for re-consideration. An affirmative vote generally triggers the *Proposal's* Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

II. Modification of Accredited Program

1. Per the institution's established procedures, the *Application* form for the **Modification of Accredited Program** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator(s) or CAO to the System Office of the Provost.

2. After verifying the *Application*, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.

4. Office of the Provost staffers will prepare a Staff Report and Board Resolution, and any appropriate documents to accompany the *Application* to be forwarded to the ASA.

5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO, the ASA votes on whether or not to approve the proposed modification of the program. An affirmative vote generally triggers the **Modification's** Staff Report and Board Resolution being placed on the Consent Agenda of the full Board at its next meeting.

NOTES: A program modification is a substantive change to a previously approved (licensed and accredited) academic program, as defined on the *Application* form for program modification, namely a modification of more than 15 credit hours in a previously approved undergraduate program or more than 12 credits in a previously approved graduate program. For a simple name change modification of an accredited program, a short *Application for Name Change*-**Accredited Academic Program**-*Modification* form is available. Likewise, abbreviated **Modification of Accredited Program** application forms are available for *CIP Code Number Change* and *Adding an Auxiliary Instructional Site*. An *Application* for *CIP Code Change* will not be reviewed by either the AC or ASA – it will be processed by the Office of the System Provost for submission to the Office of Higher Education.

III.   Discontinuation or Suspension of Existing Program

1. Per the institution's established procedures, the *Application* form for the **Discontinuation of Existing Program** or **Suspension of Existing Program** is completed and approved

internally. With the endorsement of the CAO, the *Application* is submitted by initiator(s) or CAO to the System Office of the Provost.

2. After verifying the *Application*, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.

3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an <u>action vote</u>.

4. Office of the Provost staffers will prepare a Staff Report and Board Resolution, and any appropriate components to accompany the *Application* forwarded to the ASA.

5. The *Application* is presented to the ASA at its meeting by the CAO and/or initiator(s) and the ASA responds with questions having read the *Application* prior to the meeting. After clarifications by the initiator(s) and/or CAO, the ASA votes on whether or not to approve the discontinuation or suspension of an existing program. An affirmative vote generally triggers the program disposition's Staff Report and Board Resolution being place on the Consent Agenda of the next BOR meeting.

NOTE: The Academic Council will undertake its deliberation of an application for program discontinuation or suspension only if a member raises a substantial concern or question, or per the discretion of the System Provost. Likewise, the ASA will undertake its deliberation if a member raises a substantial concern or question, or upon the recommendation of the System Provost.

PROCEDURAL NOTES

1. In order for an academic program approval document to be included in the agenda of the next meeting of the CSCU Academic Council, it must be received electronically in the Office of the System Provost to the attention of the Administrative Assistant at least 10 business days prior to that meeting. Otherwise, the approval document will be considered by the Academic Council at its subsequent meeting.

2. All required data and information in approval forms must be complete, including CIP Code numbers and OHE numbers for existing programs in order to be presented to the Academic Council.

3. In submitting or authorizing an application to the Academic Council, the chief academic officer is assuring the Council that the institution's internal (development and review) processes have been completed with approvals.

4. A number of institutional actions regarding academic programming do not require prior approval by the BOR. Such actions include:

   a) establishment or modification of degree minors, concentrations and specializations,

b) establishment or modification of undergraduate certificates of 15 or fewer credit hours, or graduate certificates of 12 or fewer semester hours,

c) modification of 15 or fewer credits in undergraduate programs or of 12 or fewer credits in graduate programs,

d) establishment or modification of non-credit-bearing certificates, and

e) establishment or modification of academic programs that do not qualify students to become eligible for federal financial aid.

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

Below Threshold Proposal

1. Per the institution's established procedures, the *Information Report Form* for the establishment of a *Below-Threshold* – **New Academic Offering** or a *Below-Threshold* – **Program Modification** is completed and approved internally. With the endorsement of the chief academic officer (CAO), the form is submitted by initiator(s) or CAO to the System Office of the Provost.

2. After verifying the *Information Form* is in order – that the proposed program's requirement for course credit hours does not exceed the threshold requiring BOR action or the definition of academic programming requiring prior BOR approval, the Academic Affairs staff arranges for the **New Academic Offering** or **Program Modification** to be placed sequentially on the agendas of the AC and ASA as an Information Item.

February 18, 2021

OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

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

From: Dr. John B. Clark

[signature]

Date: December 22, 2020

Re: Sabbatical Leaves 2021-2022

Below you will find my recommendations for the 2021-2022 sabbatical leaves for Western Connecticut State University'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.

Dr. Maya Aloni, Associate Professor, Psychology, Spring 2022
Dr. Aloni will be expanding her research on perceptions of dietary restrictions and relationship formation. Having co-authored an initial study, "Too picky for my taste: The effect of gluten-free dietary restrictions on impressions of romantic partners" (2019), Dr. Aloni plans to expand this work, through a thorough literature review, additional data collection, and analysis. In particular, Dr. Aloni is responding to the "replication crisis" in the field of social psychology, where it has become necessary to develop multiple data sets before meriting publication of new research. This project will help expand her work so that it merits further review in this context.

Dr. MaryEllen Doherty, Professor, Nursing, Spring 2022
Dr. Doherty will be completing her third monograph, *Exemplars of Posttraumatic Growth for Health Care Providers*. This book is the culmination of four research studies, conducted from 2018-2021. These studies focus on women who have experienced the loss of a spouse, the loss of a child, had a near death experience, or experienced emotional/physical abuse. Dr. Doherty and her co-author, Dr. Elizabeth Scannell-Desch, have successfully published two prior books focused, most recently, *Nurses after War: the Reintegration Experiences of Nurses Returning from Iraq and Afghanistan*. They have a secured a commitment from Springer Publishing Company for this third project.

Dr. Mohinder Dugal, Professor, Management, Spring 2022
Dr. Dugal will be reviewing and evaluating the success and challenges of public private partnerships in India. There is currently a dearth of literature available on this project, even as these partnerships appear to be expanding. Dr. Mohinder plans to conduct a thorough analysis of the public private partnerships thus far, and potentially suggest a framework for their construction and evaluation. He plans to present this research at the Annual Academy of Management Conference, and submit it for publication.

Dr. Mary Nelson, Professor, Psychology, Spring 2022
Building on over ten years of research into teaching practices that improve the performance of students in Psychological Statistics courses, Dr. Nelson will be examining the impact of retrieval exercises on exam scores. In prior research, Dr. Nelson has examined the role of exam-wrappers on student performance, and she has done initial research on retrieval exercises. In the most recent work, there were differences in the timing of the impact for typically high performing students and those who are typically lower performing. This study seeks to evaluate that time line differences and explore variables that may be contributing to them. Dr. Nelson will present the resulting research at teaching conference and seek publication in the *Scholarship of Teaching and Learning* or the *Teaching of Psychology*.

Dr. Shouha Qi, Professor, English, Fall 2021
Dr. Qi will be conducting research for the monograph, *Culture, History, and the Reception of Tennessee Williams in China*. This will be Dr. Qi's third book focusing on how Western literature is received by Chinese audiences, the most recently of which is, *Adapting Western Classics for the Chinese Stage* (2018). Research for this project is already underway, and Palgrave Macmillan has expressed interest in publishing the final project. Dr. Qi's expertise in this area is widely recognized, and this project will contribute to greater understanding of how Tennessee Williams's work interacts with Chinese culture.

Dr. Lai Van Vo, Associate Professor, Finance, Fall 2021
Dr. Vo will spend his sabbatical working on two separate goals. The first will be completing an academic program data analytics, to support the launch of a new data analytics course for business majors at WCSU. Dr. Vo has been granted faculty retraining funds for this program, which represents an important new focus in our business program. The second project will be to conduct research on the impact of COVID-19 on stock markets. In particular, Dr. Vo will explore which industries experienced the highest drop in stock returns and which industries were the riskiest. Dr. Vo plans to present this research at a relevant conference and then move toward publication. Dr. Vo has a strong publication record in top-tier journals, and this is project likely to yield a similar result.

Dr. Kevin Gutzman, Professor, History, Fall 2021

Dr. Gutzman will conduct research for monograph describing Virginia's Revolutionary Revisal of the Laws. This will be the first book-length account of these reforms, and the University of Virginia Press has expressed interest in publishing the results. Dr. Gutzman has successfully completed seven previous books the American Constitution and Jeffersonian Virginia, expanding both knowledge of the field and enhancing his teaching at WCSU, which focuses on these points in history. Dr. Gutzman is a highly productive scholar, and a sought after speaker. This project will continue this already impressive record of scholarship.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
       F. Cratty, WCSU Chief Human Resources Officer
       J. Gates, CSCU Provost & Senior V.P. for Academic & Student Affairs
       P. Heleen, CSCU Associate Director of BOR Affairs
       A. Kripp, CSCU V.P. for Human Resources
       T. Schmiedel, WCSU Academic Leave Committee Chair

November 5, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2021 - 2022 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 and 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 Núñez
President

Attachment

cc: Dr. Jane McBride Gates, Provost & Senior VP Academic & Student Affairs, BOR
     Mr. Andrew Kripp, Vice President for Human Resources, BOR
     Ms. Erin Fitzgerald, Associate for Board Affairs, BOR
     Dr. William M Salka, Provost and Vice President for Academic Affairs
     Dr. Carmen Cid, Dean, School of Arts and Sciences
     Dr. Elizabeth Scott, Dean, School of Education and Professional Studies

Dr. Sarah Baires
Sociology, Anthropology, Criminology, and Social Work Department
Fall 2021

This sabbatical will allow Dr. Baires to analyze ceramics obtained from her excavations at Cahokia, which is Native North America's first city. Her analysis will explore the multiple uses of ceramics, as functional or ritual, and how objects convey cultural ideas through their design. Eastern will benefit through the undergraduate research opportunities provided by this research, and the publications that result.

Dr. Thomas Balcerski
History Department
2021-2022 Academic Year

Dr. Balcerski will use this sabbatical to examine the history of the U.S. Democratic Party from its creation in the 1790s through modern times. The study will seek to refute the common assumption that the party has historically lacked a coherent political ideology, arguing instead that it has consistently held a core set of values that have stood in opposition to change on many critical issues of the day. Particular attention will be given to race, which remains the Party's most controversial legacy. The resulting book manuscript will provide new insights into social movements and cultural forces that continue to evolve in the United States.

Dr. Caitlin Carenen
History Department
Fall 2021

Dr. Carenen will examine primary and secondary sources to explore the history of terrorism in the U.S., with the goal of completing a book entitled: *An Introductory History of Terrorism in America.* This sabbatical will provide time to visit archives and complete the writing. The project will benefit the University given the expected wide appeal of the completed work.

Dr. Timothy Cochran
Performing Arts Department
Fall 2021

During this sabbatical, Dr. Cochran will examine the musical experience and biographical significance of Bernard Herrmann's recordings of his film's music. Archival materials, primary sources, film scores, and audiovisual items will be analyzed through various critical perspectives to explore how Herrmann's music has been decontextualized and reinterpreted in media beyond his lifetime. This research is expected to lead to a peer-reviewed publication and provide new material for musicology classes at Eastern.

Dr. Okon Hwang
Performing Arts Department
Spring 2022

This sabbatical will allow Dr. Hwang to produce the first academic study of *nanta*, a new genre of Korean percussion music that has emerged from the popular *Nanta,* which is the longest-running theatre production in Korea. The genre of *nanta* utilizes rhythmic patterns featured in the popular theatrical performance. The product of this study will fill a gap in Korean cultural studies and enhance ethnomusicology courses at Eastern.

Dr. Mary Kenny
Sociology, Anthropology, Criminology, and Social Work Department
2021-2022 Academic Year

Dr. Kenny will use her sabbatical to study transnational legacies of slavery by examining the more than 8,000 confederates who emigrated to Brazil after the U.S. Civil War, where slavery was still legal. This project will examine the legacies of slavery on contemporary populations and suggest new insights about international linkages among Black activists in the 21st Century.

Dr. W. Brett Mattingly
Biology Department
Fall 2021

Dr. Mattingly will establish an experimental framework at Eastern's Church Farm Center for Arts and Sciences that combines field and greenhouse research to collect baseline data to evaluate the effects of white-tailed deer on understory plant and seed bank structure in a temperate deciduous forest. The project will provide novel insight into plant-consumer interactions, support student research, and provide future grant funding opportunities for research at the Church Farm Center.

Dr. Tanya Moorehead
Education Department
Fall 2021

The study conducted during this sabbatical will seek to uncover the root cause for a lack of racial diversity in K-12 public education. Research will be conducted in three Connecticut school districts with relatively high proportions of students of color and will use qualitative research methodologies. The findings will be used to develop a scholarly action plan for a sustainable mentorship and recruiting program to serve high school students of color interested in teaching.

Dr. Yaw Nsiah
Health Sciences Department
Spring 2022

Dr. Nsiah will use his sabbatical to explore the anti-infective agents in plants from Ghana, seeking to extract and purify pharmaco-active compounds. Using multiple laboratory techniques, plant extracts will be further screened for anti-microbial properties. Those agents that seem promising will be synthesized for further drug discovery screening and analysis. This project will utilize undergraduate research assistants, giving those students invaluable laboratory and analytical experience.

Dr. Fatma Pakdil
Management and Marketing Department
Spring 2022

During this sabbatical, Dr. Pakdil will analyze the relationships among hospital charges, length of stay, and readmissions to explore correlations between length of stay and unplanned readmissions for a host of conditions. This study will utilize the Nationwide Readmissions Database and will likely result in several publications and conference presentations.

Dr. Jenna Scisco
Psychological Science Department
Fall 2021

Dr. Scisco will examine how working from home is associated with physical activity in a pandemic, and how using active workstations such as treadmill desks is associated with employee outcomes. She hopes to complete one journal article and collect additional data for a second. Aside from the publication of this research, Eastern students will benefit through work as research assistants.

May 29, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for her exemplary service to Southern Connecticut State University:

Dr. Deborah Carroll – Professor, Department of Psychology

Sincerely,

Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

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ASAC 2-5-2021 Page 103 of 120

April 5, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Mr. Jerry Dunkley – Professor, Department of Journalism

Sincerely,

Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

501 Crescent Street • New Haven, Connecticut 06515-1355 • (203) 392-5250 • FAX (203) 392-5255 • SouthernCT.edu
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ASAC 2-5-2021 Page 104 of 120

September 30, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Staff member, for his exemplary service to Southern Connecticut State University:

     Dr. Paul Holmer – Librarian

                          Sincerely,

                          Joe Bertolino
                          President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

Southern Connecticut State University

SC SU

Office of the President

October 7, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Gregory Kowalczyk – Professor of Chemistry

Sincerely,

Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

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ASAC 2-5-2021 Page 106 of 120

September 23, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Kevin McNamara – Clinical Director, Department of Communication Disorders

Sincerely,

Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
1.800.818.5501 toll free
860.343.5800 phone
860.344.7488 fax

October 30, 2020

Mr. Matt Fleury, Chair of the Board of Regents for Higher Education
Mr. Mark Ojakian, President of the Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Sent only via email to mfleury@ctsciencecenter.org, ojakianm@ct.edu, and cconnor@commnet.edu

Dear Chairman Fleury and President Ojakian:

It is my distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to Judy Mazgulski, with the title Student Services Professional Emerita. I offer this nomination under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

Judy retired on August 1, 2020, after 25 years of service to Middlesex Community College. During that time, she held multiple roles, some of them concurrently: Brownfields Grant Coordinator, Job Placement Assistant, Coordinator of Student Activities & Admissions Process, Math Academy Coordinator (in partnership with the Middletown Public Schools), Student Activities Director, New Student Orientation Coordinator, and since June 2014, Retention Specialist.

I worked with Judy for 8½ years in my positions of Dean of Academic Affairs and Campus CEO. I found Judy to be a supportive colleague who was passionate about her work and fully dedicated to serving students with compassion, honesty, and empathy. Just prior to her retirement, she left an enduring legacy to the college and its students by writing and producing a library of multimedia materials designed to support new students in their transition to college and in their journey through higher education.

Dr. Adrienne Maslin, Dean of Students Emerita and Judy's supervisor for many years, wrote:

> Judy Mazgulski is one of the most knowledgeable, versatile, and caring student services professionals we have ever had at Middlesex Community College and, I have to believe, throughout the CSCU system. Let me focus on the last descriptor – caring – as I believe it is the driver of everything else.
>
> Judy cares about our students. She always has and I expect that, even in retirement, she will continue to worry about this student's transportation issues or that student's fear of math. It is because she cares so deeply about the success of our students that she has worked long hours on a daily basis, giving the mental and emotional energy required to help students individually and collectively. Throughout her time at MxCC, no matter the job title, she has met individually with student after student to help them sort through their problems in very meticulous ways. Yet, she has also been concerned about policies and procedures that help

Middlesex Community College
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ASAC 2-5-2021 Page 108 of 120

the student body as a whole. She has been a great contributor to the data collecting process and has been at the forefront of this process, discussing the need for data with her supervisor and other faculty and staff and taking it upon herself to collect it and analyze it long before it was "popular" to do so.

She rose to the challenge time and time again when we needed someone to fill a gap at our college. In whatever capacity she filled, she relied upon her knowledge of students and of the college, and her deep caring to advance the function of her office and serve our students to the best of her ability.

Annie Scott, Director of Information Technology, wrote:
> I have witnessed Judy completely reinvent our new student orientation program, incorporating an introduction to the technology that would be needed in the initial days of student life. The introductory workshops and new student onboarding have taken on a professionalism and completeness that only Judy could bring to helping new, often first generation and students from under resourced backgrounds find their footing and thrive. She cared a whole lot about how students can get off on the right foot.

And finally, Kim Hogan, Dean of Administration and liaison to the MxCC Foundation, wrote:

> She was an integral part in the creation of the MxCC Foundation Golf Tournament, bringing it from a one-time small memorial event to honor Edie Fuld (former Director of Student Activities) into an annual event that raised thousands of dollars. Several scholarships were awarded from the tournament proceeds directly. Overall, Judy was an incredible part of our college, an advocate for our students and a trusted colleague to many.

In conclusion, I am delighted to nominate Judy Mazgulski for emeritus status. If you need any additional information, please let me know.

Sincerely,

Steven Minkler, Ed.D.
Chief Executive Officer
sminkler@mxcc.edu • 860-343-5706

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*BELOW THRESHOLD: **NEW ACADEMIC OFFERING** - INFORMATION REPORT FORM*

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/18/20

Characteristics of Below-Threshold Offering Name of Offering: Concentration added to B.S. Biochemistry to M.S. Biochemistry accelerated pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion *(if applicable)* : Spring 2023 Modality of Program: **X** On ground Online Combined If "Combined", % of fully online courses? Locality of Program: **X** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential

CIP Code No. 40.0501 Title of CIP Code Chemistry, General.

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The MS-Chemistry, Biochemistry concentration accelerated pathway concentration is a new concentration for the BS-Chemistry, Biochemistry concentration that enables motivated students to complete both their BS-Chemistry, Biochemistry concentration and MS-Chemistry, Biochemistry concentration degrees at SCSU in five years.

This undergraduate concentration replaces 3 required chemistry elective credits and 9 elective credits in the BS-Chemistry, Biochemistry concentration with 12 credits of graduate-level courses from the MS-Chemistry, Biochemistry concentration taken in the senior year of undergraduate study.

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

This concentration will make use of existing instructional capacity in the BS-Chemistry, Biochemistry concentration and MS-Chemistry, Biochemistry concentration and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: 203.392.5350 e-mail: prezantr1@southernct.edu

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

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[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
			Total Other Credits Required to Issue Credential			

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

    1.

    2.

    3.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*BELOW THRESHOLD: **NEW ACADEMIC OFFERING** - INFORMATION REPORT FORM*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/18/20

Characteristics of Below-Threshold Offering
Name of Offering: Concentration added to the BS-Sociology: MS-Sociology accelerated pathway
Type of Offering *(e.g. Grad Certificate)* concentration
Anticipated Initiation Date: Fall 2021
Anticipated Date of First Completion *(if applicable)* : Spring 2023
Modality of Program: **X** On ground   Online   Combined
If "Combined", % of fully online courses?
Locality of Program: X On Campus   Off Campus   Both

Credit Distribution of the Offering
Credits in General Education:
Credits in Program Core Courses: 6
Credits of Electives in Field:
Credits of Electives:
Credits Special Requirements *(e.g. internship):*
Total # Credits the Institution Requires to Award the Credential

CIP Code No.   45.1101   Title of CIP Code Sociology

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The B.S. -concentration Criminology and Criminal Justice to MS accelerated pathway is a new concentration for the BS-Sociology that enables motivated students to complete both their BS-Sociology and MS-Sociology degrees at SCSU in five years. This undergraduate concentration replaces 6 credits of free elective credit in the BS-Sociology with 6 credits of graduate-level courses from the MS-Sociology taken in the senior year of undergraduate study.

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

This concentration will make use of existing instructional capacity in the BS-Sociology and MS-Sociology programs and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: 203.392.5350 e-mail: prezantr1@southernct.edu

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

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[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum
*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

   1.
   2.
   3.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: *NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/18/20
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BA-Sociology: MS-Sociology accelerated pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion *(if applicable)* : Spring 2023 Modality of Program: **X** On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship)*: Total # Credits the Institution Requires to Award the Credential
CIP Code No. 45.1101 Title of CIP Code Sociology	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The MS-Sociology accelerated pathway is a new concentration for the BA-Sociology that enables motivated students to complete both their BA-Sociology and MS-Sociology degrees at SCSU in five years. This undergraduate concentration replaces 6 credits of free elective credit in the BA-Sociology with 6 credits of graduate-level courses from the MS-Sociology taken in the senior year of undergraduate study.

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

This concentration will make use of existing instructional capacity in the BA-Sociology and MS-Sociology programs and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA	Tel.: 203.392.5350 e-mail: prezantr1@southernct.edu

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

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[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

Curriculum

(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1.
2.
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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: Nov 18, 2020

Characteristics of Below-Threshold Offering Name of Offering: **Commercial Lending** Type of Offering *(e.g. Grad Certificate)* **OCP** Anticipated Initiation Date: **Fall 2021** Anticipated Date of First Completion *(if applicable)* : n/a Modality of Program: **x** On ground **x** Online **x** Combined If "Combined", % of fully online courses? 50-100% Locality of Program: **x** On Campus Off Campus Both **We are requesting the onground/hybrid <u>and</u> the online modality designations.**	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 9 # Credits of Electives in Field: 3 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship)*: na Total # Credits the Institution Requires to Award the Credential 12

CIP Code No.   52.0809   Title of CIP Code: Credit Management

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

Problem

Financial institutions are experiencing a shortage of business and commercial lending professionals. Several contributing factors, such as vanishing commercial credit training, have impacted employers' ability to hire commercial lenders at an affordable price.

The existing training programs for lenders are offered either in-house or by professional organizations. While in-house training often proves to be cost prohibitive, most of the training offered by professional organizations are tailored to undergraduates or high-school students. High-level professional programs can be expensive when factoring in the cost of travel, accommodations, and time to complete certification requirements.

The relatively weak retention of employees amplifies the challenge faced by financial institutions in building robust teams of commercial lending professionals. Two of the main factors favorably affecting retention in commercial lending are the commitment to continuing education and the opportunity to have employees move up into leadership.

Solution

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[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

The School of Business at Central Connecticut State University proposes an Official Certificate Program (OCP) in Commercial Lending:

- Academic rigor in course content and delivery by seasoned faculty with years of experience and expertise in the financial services industry
- Stackable credits -12 graduate course credits that count toward the CCSU MBA – Finance track
- Flexible course offering (some online courses)
- AACSB accredited
- Affordable price

Program Description

Central Connecticut State University is offering a timely program designed for today's credit analysts and lenders. This graduate-level certificate is intended for business and commercial lending professionals of all levels. Both experienced and inexperienced lenders will gain a comprehensive perspective of commercial lending. The design of the OCP is well-suited to financial institutions' need for developing employees who are skilled in the technical aspects of business and commercial lending and have a well-rounded knowledge of how financial institutions work. In commercial lending courses, students will learn the analytical skills and decision-making techniques to recognize opportunities for successful commercial lending.

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

All courses are already offered as a part of our MBA which has had headcount enrollments of between 187 and 225 students over the past 5 years. One course (3 credits) is expected to be offered each Fall and Spring semester. Section availability will scale with enrollment. No new resources are required to implement this OCP.

Institutional Contact for this Proposal: Dr. Joseph Farhat	Title: **Dean of the School of Business, and Professor of Finance**	Tel.: **860-832-3187 e-mail:** josephfarhat@ccsu.edu

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

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
FIN 531 Corporate Finance			3	FIN 550 Money, Capital Markets and Banking		3
FIN 540 Financial Statement Analysis and Valuation			3	FIN 590 Finance Seminar-Special Topics in Lending		3
FIN 560 Commercial Lending			3			
Prerequisites						
FIN 531, 540, 560 and 550: FIN 531						
FIN 590: Varies by topic.						
				Total Other Credits Required to Issue Credential		

Other Details

Learning Outcomes - L.O. *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Thinking Skills: Students will gather, analyze, and synthesize relevant data and information in order to solve problems and arrive at appropriate decisions.
2. Specialized Knowledge: Students will analyze the local and global impact of organizational decisions.
3. Leadership Skills: Students will evaluate how leadership traits and behaviors affect key stakeholders.

CT State Community College
Curriculum Alignment: Scope, Goals, & Guiding Principles

Scope & Goals
We currently have 12 colleges, each with its own catalog and approximately…
- 650 associate degrees & 350 certificates, including programs with the same name, but different requirements
- 4000+ courses, including courses with the same number, but different names, descriptions, pre-requisites, and/or outcomes
- 12 different versions of General Education Requirements (1000+ courses)
- Differing Academic Policies

Our goal is ***One College, One Catalog.*** All curriculum is CT State curriculum. With a single college and a single catalog, we will have…
- Singular versions of all degree and certificate programs
  - Programs & Certificates with the same name have the same requirements for all students
  - Each program has a single graduation audit
  - Options within programs allow for specialized training
  - All degree programs include the common general education core and student success course approved by the Board
- One single list of courses statewide
  - Eliminates duplicate courses, prerequisite differences, credit and transfer issues
  - Courses with the same number have the same name, description, pre-requisites, contact/credit hours, learning outcomes
- A common 21-credit General Education core for all degree programs
  - Competency based requirements embedded in a discipline framework
  - Aligned with Framework30 for CSCU (TAP) transfer programs
- Consistent Academic Policies

Guiding Principles
- CT State Catalog must be live no later than Fall 2022
- Backend technology builds begin as early as Summer 2021
- Faculty are at the center of the work; they assume responsibility to maintain the integrity of their curriculum by working with colleagues across all campuses to align degrees, certificates, and courses within their discipline/program
- Aligned curricula "provide a common and consistent high-quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements (BOR, June 2018)"
- Recognizing that curriculum may have impacts beyond the immediate program/discipline in which it was aligned, the alignment protocol includes an endorsement process that allows all faculty to have a voice in determining the curriculum for CT State
- All CT State degree programs and certificates must be approved by the Board of Regents

CT State Curriculum Alignment: Process Flow

Stage 1: Faculty Preparation
- Program coordinators and full-time faculty align existing degree and certificate programs into single versions

Stage 2: Review by CT State Transitional Committees
- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement
- APRC representatives bring programs to their campus for endorsement

Stage 4: Follow-up by CT State Transitional Committees
- The APRC, based on a thorough review of the votes and the feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Board or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval
- APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs subcommittee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of ASA, BOR approves programs to be offered at CT State

Stage 6: Implementation
- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds

Faculty
↓
Aligned Program Review Committee (APRC)
↓
Students First Academic & Student Affairs Consolidation Committee (SF ASA CC)
↓
12 Campuses
↓
APRC
↓
SF ASA CC
↓
College Consolidation Implementation Committee (CCIC)
↓
CSCU Academic Council
↓
Board of Regents (BOR) Academic & Student Affairs subcommittee
↓
BOR
↓
External Agencies (e.g., Office of Higher Education)
↓
CT State Banner/DegreeWorks & Catalog Teams