



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, June 11, 2021 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <https://youtu.be/qrRYBuBwgCI>

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 - i. Fitness Specialist Certification – C2 Certificate - Manchester Community College – *Page 15*
 - ii. Technology Studies: Engineering Technology Option – AS – Middlesex Community College – *Page 19*
3. Action Items
 - a. FERPA Notice and Directory Information Policy – Dr. Gayle Barrett, AVP of Enrollment and Retention Services – *Page 23*
 - b. Use of Gender Identity and Pronouns Policy – Angelo Simoni, Senior Executive Director; Compliance, Equity and Student Relations – *Page 32*
 - c. Southern CT State University Institute for Justice and Social Change – *Page 35*
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 - e. Modifications
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 - iii. RN to BS in Nursing – BS in Nursing – Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality] – *Page 83*
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 - i. Fully Online Programs Update – Kevin Corcoran, Executive Director, Digital Learning
 - ii. Update to the Holistic Case Management Advising Policy – Mike Buccilli, AVP of Student Success – *Page 309*



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – May 7, 2021

9:30 a.m. – Conducted via Remote Participation

MINUTES

- Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Colena Sesanker, Antonia Oglesby (Student Regent)
- Regents Absent: None
- Staff Present: Jane Gates, Vicki Bozzuto, Greg DeSantis, Pam Heleen, Ken Klucznik, David Levinson, Amanda MacTaggart, Steve McDowell, Tanya Millner, Fran Rosselli-Navarra, Pat Ryiz, Kim Sorrentino, Mike Stefanowicz, Heidi Zenie
- Other Attendees: Missy Alexander (WCSU), B.L. Baker (NVCC), David Dauwalder (CCSU), Marianne Fallon (CCSU), Amy Feest (TxCC), David Ferreira (NCCC), Teresa Foley (ACC), John Forshay (CCSU), Jorge Gonzales (TxCC), Amy Lenoce, Kathleen LeBlanc (NVCC), Richard Lenoce (MxCC), Katie Lever (WCSU), Sharale Mathis (MxCC), H. Justin Moore (NVCC), Shane Murphy (WCSU), Catherine O’Callaghan (WCSU), Earl Ormond (NVCC), Joan Palladino (WCSU), George Peffer (NCC), Robert Prezant (SCSU), Fatma Salman (MCC), Mathew Spinelli, Alan Teitleman, Cigdem Usekes (WCSU), Beth Warriner (NVCC), Robert Wolff (CCSU)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris. Chair Harris announced that the Board of Regents is meeting at 12:30 p.m. after the Committee Meeting.

1. Approval of Minutes
 - a. April 9, 2021

On a motion by N. Cohen and seconded by A. Budd, a vote was taken and the minutes from the April 9, 2021 BOR ASA Committee meeting were approved.

2. Consent Items
 - a. Discontinuations
 - i. Criminal Justice-Corrections - Option – AS – Naugatuck Valley Community College
 - ii. Criminal Justice-Forensics - Option – AS – Naugatuck Valley Community College

- iii. Criminal Justice-Law Enforcement - Option – AS – Naugatuck Valley Community College
- iv. Criminal Justice-Security - Option – AS – Naugatuck Valley Community College
- v. Cell and Molecular Biology – Official Certificate Program (OCP) – Central CT State University
- vi. Natural Sciences – MS – Central CT State University
- vii. Accelerated Criminology to Criminal Justice – BA to MS - Central CT State University

On a motion by H. Howery and seconded by A. Budd a vote was taken, and the consent items were approved.

3. Action Items

a. Alignment and Completion of Mathematics and English (ACME) Policy

Dr. Greg DeSantis, VP Student Success and Academic Initiatives; Amanda MacTaggart, Associate Director CSCU Student Success Center; Dr. Fran Rosselli-Navarra, Interim AVP of Academic Programs and Curriculum; Kim Sorrentino, Associate Professor, Gateway CC; Mike Stefanowicz, Interim CSCU AVP for Academic and Student Affairs; Heidi Zenie, Professor of Exercise Science and Sports and Leisure Management, Guided Pathways Manager/Student Success Center College Liaison, presented the Alignment and Completion of Mathematics and English (ACME) Policy.

Chair Harris called for a motion to approve the Alignment and Completion of Mathematics and English (ACME) policy. The motion was moved by Regent Cohen and seconded by Regent Budd.

Both Chair Harris and Dr. Ken Klucznik, VP of Academic Affairs, provided historical information regarding the ACME policy. Chair Harris noted that discussions began in 2012 regarding the move from a pre-requisite to a co-requisite model as a result of Public Act 12-40. For some students, the co-requisite model was embedded in English and Math courses. Other students took prerequisite developmental education courses. Using multiple measures for placement was also instituted at that time. In 2017, when discussions commenced about moving to a One College model for the community colleges, Guided Pathways was introduced. In 2019, Provost Gates charged the ACME Team with improving community college students' timely completion of college-level Math and English. The ACME initiative, to assist students to complete their gateway courses, is part of Guided Pathways. In November 2020, a draft of the ACME policy was circulated to the general community for comments and recommendations. Most issues raised have been addressed. Dr. Klucznik stated that the ACME policy is central to the BOR Students First Policy which includes the consolidation to the Connecticut State Community College (CSCC) and Guided Pathways.

AVP Stefanowicz discussed the timeline of the ACME initiative and the policy highlights. Beginning in May 2019, national partners, Jobs for the Future (JFF) and the Dana Center, provided support. JFF provided financial support for work with the Dana Center on national best practices. AVP Stefanowicz reminded the Committee that at the March 12 BOR Academic and Student Affairs Committee Meeting, representatives from national partners, the Dana Center and The National Center for Inquiry and Improvement, presented on WHY CSCU needs to implement Guided Pathways and the ACME Policy. The purpose of today's presentation is to discuss HOW.

AVP Stefanowicz discussed the Equity Statement, the Policy Goals and the key components of the ACME policy. The first is the adoption of the co-requisite model which allows all

students to complete entry college-level courses with appropriate support. The second is math pathways which aligns math requirements with a student's career goals. And third, placement will now be based on a student's high school GPA rather than using standardized tests.

Dr. DeSantis stated that the proposed ACME Policy builds on the good results of PA 12-40 and they are expanded in the policy.

AVP Stefanowicz noted that the timeline for the Guided Pathways/ACME implementation has been adjusted to not earlier than 2023 and not later than 2025.

Dr. DeSantis noted that the ACME Team will report back to the BOR Academic and Student Affairs Committee annually on the progress of the program. The on-going structure of the ACME program will be continually assessed to determine what's working, what's not, and where adjustments need to be made.

Questions/Recommendations from the Committee included the following. In some cases, multiple presenters answered the questions.

- i. *What forms does student support take in co-requisite classes?* Responses:
Faculty (Math, English and ESL) will be very involved in designing the details of student support. The ACME Policy sets broad parameters within which faculty will develop and design courses.
The ACME Policy requires just-in-time support and coordination between the college-level course and the co-requisite support course.
Students will be assigned a Guided Pathways advisor and will receive structured support in co-requisite classes.
Referring to Section XIV.e. of the ACME Policy, Dr. Klucznik noted that students with additional needs after the course commences, will be provided additional support. Dr. Rosselli-Navarra discussed structured vs. scaffolding support. The latter provides additional support to students if more is needed.
- ii. *How will the student support for co-requisite courses be funded?* Response:
The College needs to develop student support courses and the administration of Connecticut State Community College will ensure that co-requisite courses are fiscally viable.
There are many initiatives happening at the same time – PACT, changes in the PELL Grants, and Guided Pathways/ACME. The state legislature has money for developmental education. Funding for co-requisite classes must be done correctly to ensure that we are providing quality student support.
- iii. *Can you confirm if the ACME Policy specifically excludes the option of required support and the option of standalone developmental courses?* Response:
Standalone developmental courses are a continuation of pre-requisite courses and they are not part of this program. Students can opt out of supports in the program. The program is designed to recognize the ability of students to choose the support provided or opt-out of the support.
- iv. *Can a student refuse to take a co-requisite course and register for college-level Math and English directly?*
Response: The student must go through a guided self-placement process. The process provides clear guidance.

- v. *Can we provide what some students may need – more time and more structured encouragement? Is the program excluding the possibility of the instructor requiring support? Are we withdrawing supports for the least-prepared students?* Response: Supports are required but students can opt out of taking the supports. We have high expectations of the students and we will provide the needed supports.

Provost Jane Gates addressed issues raised by Regent Sesanker. Dr. Gates stated that she is very familiar with the systems in Georgia and Tennessee and mentioned Tristan Denley's work in this area which she will send to Dr. Sesanker. The systems rely on intrusive advising which informs students what they need to do. Guided Pathways depends on advisors to direct students. Dr. Gates noted that there is a difference between optional coursework and opting out. Studies in CA and TN show that students fare better in co-requisite courses. With the implementation of Guided Pathways/ACME, we are taking the opportunity to lift students up. Dr. Gates also discussed the asset vs. deficit approach. The success of the program will depend upon how we approach and onboard students. Dr. Gates encouraged Dr. Sesanker to look at the report from the CT Dept. of Education which stated that fewer students from high school are enrolling in remedial courses and are leaving high school better prepared. Many changes are going on in CT that support looking at a different way of how we provide learning to students.

- vi. *Was the experience of faculty who teach developmental courses taken into consideration when developing this policy?* Response: Dr. Rosselli-Navarra was to respond but yielded the floor to Student Regent Oglesby.
- vii. *Will these co-requisite courses transfer to the CSUs?*
Response: Section 12.b. of the policy does not state that courses will transfer to the CSUs. Transfers will be based on outcomes not pre-requisites. Transfers are to be negotiated between the community college and CSU faculty to ensure that outcomes align. A stated parameter applies. If the student meets the course outcomes, a course cannot be rejected by a CSU if it does not meet the intermediate algebra prerequisite.
- viii. *The cost of the program itself and its implementation has not been mentioned in the policy. Students should not be burdened with additional costs of the program.*
Response: The new policy does not establish set fees and is leaving open the question of program costs to give us time to look at the entire picture. Now, students do pay for developmental courses from Pell Grants and co-requisite courses will also be paid through Pell Grants. We don't want to place a financial burden on students taking co-requisite courses. The pre-requisite courses are already an expense. The co-requisite courses may eliminate the expense and reduce the cost. The cost of the program may be covered by our legislative allocation and other sources of funding.
- ix. *How can we vote on implementing the policy when we don't have the answers to all of the questions?*
Response: The timeline for the policy implementation has been extended to 2025. The reasons for the implementation extension are to answer the financial questions

adequately and to possibly use the additional time to pilot courses and supports before full implementation.

Giving ourselves additional time and annual reporting will help us to identify what works and what doesn't work. We need to start to get the answers and to work through any issues with the program.

Dr. DeSantis talked about KPIs which looked at the success rates of students passing College Math and English and the impact of PA 12-40. He stated that under the current model, black students never achieved a higher pass rate than 14% and LatinX students' pass rate was never higher than 20%. He stated that it is clear that the model we have right now doesn't work for students of color.

Regent Cohen stated that adopting the ACME Policy at this time is the better of two choices. She talked about the developmental education program that was passed by the CT state legislature. The advantages of the ACME policy, as now structured, are the ability to make changes to the program and the heavy involvement of the faculty in designing the program. If we do nothing, we are in the same place with an approach that is not equitable. Regent Cohen indicated she will support moving the policy forward.

Chair Harris supported Regent Cohen's comments and noted that many issues raised by faculty and other stakeholders have been addressed.

Dr. Tanya Millner, AVP of Teaching and Learning, discussed her experience as a college student and as a teacher of developmental education since 1993. She stated that most students are not completing developmental education. She talked about the need to move forward with the proposed ACME program and the co-requisite model.

Regent Sesanker summarized her thoughts on teachers of developmental education, the need for more data on optional supports, and concerns regarding moving ahead without funding for the proposed program.

Chair Harris noted that the BOR Resolution for the Connecticut State Community College ACME Policy should be revised to include the phrase "or 24 credits" in red below:

WHEREAS in keeping with the Board of Regents directive regarding the Students First implementation of Guided Pathways, Provost Gates charged the ACME work group to "use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year or 24 credits. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs," and

Chair Harris called for a vote to approve the revised BOR Resolution for the CT State Community College Alignment and Completion of Mathematics and English (ACME) Policy. Student Regent Oglesby requested a roll call vote. The vote tally was as follows:

- **Chair Harris – Yes**
- **Regent Budd – Yes**
- **Regent Cohen – Yes**
- **Regent Howery – Yes**
- **Student Regent Oglesby – No**

The revised BOR Resolution for the CT State Community College Alignment and Completion of Mathematics and English (ACME) Policy was approved.

- b. Continued Accreditation of a Licensed Program
 - i. Transition Specialist – Official Certificate Program (OCP) – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University Transition Specialist Official Certificate Program (OCP). The motion was moved by Regent Cohen and seconded by Regent Howery.

Provost David Dauwalder, Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources and Dr. John Forshay, Professor of Special Education and Interventions, presented this program. The purpose of the Transition Specialist OCP is to prepare post-baccalaureate professionals to promote post-school employment and educational outcomes for youth and young adults with disabilities. The OCP is fully encapsulated as required or elective courses in the Transition and Inclusion Specialization within the MS in Special Education.

Chair Harris called for a vote on the motion and the vote was unanimous.

- c. Modifications
 - i. Special Education – MS Education – Western CT State University [Modification of Instructional Delivery]

Chair Harris commented that Items 3.c.i. through 3.c.iv. will be discussed together and voted on separately.

Chair Harris called for a motion to approve the modification of the Western CT State University MS in Special Education, specifically the replacement of the current on-ground instructional modality with a fully online instructional modality. The motion was moved by Regent Budd and seconded by Regent Howery.

Provost Alexander and Dr. Catherine O'Callaghan, Professor of Education and Chair of the Education Department, presented Items 3.c.i. and 3.c.ii. Dr. Alexander noted that WCSU is moving both the MS in Special Education (Item 3.c.i.) and the MS in Literacy and Language Arts (Item 3.c.ii) from an on-ground instructional modality to a fully online instructional modality. She noted that teachers who are taking these courses prefer the online instructional modality.

- ii. Literacy and Language Arts - MS Education – Western CT State University [Modification of Instructional Delivery]

- iii. Interdisciplinary Studies – BA – Western CT State University [Modification of Instructional Delivery]

Provost Alexander and Dr. Cigdem Usekes, Professor and Dept. Co-Chair, Philosophy and Humanistic Studies, presented this program. Provost Alexander noted that WCSU is adding an online instructional modality to the BA in Interdisciplinary Studies (Item 3.c.iii.) and the BA in Communication Studies (Item 3.c.iv.) in addition to the current on-ground instructional modality. She also stated for these two programs WCSU has solved the issue of Gen Ed courses by offering a fixed rotation of Gen Ed courses over a one-year period. Provost Alexander noted that WCSU is putting together packages of specific concentrations for this degree.

iv. Communication Studies – BA – Western CT State University [Modification of Instructional Delivery]

Provost Alexander and Dr. Katie Lever, Dept. Co-Chair, Communication and Media Arts, presented this program.

Chair Harris called for a vote to approve the modification of the Western CT State University MS in Special Education, specifically the replacement of the current on-ground instructional modality with a fully online instructional modality. A vote was taken and it was unanimous.

Chair Harris called for a motion to approve the modification of the Western CT State University MS in Literacy and Language Arts, specifically the replacement of the current on-ground instructional modality with a fully online instructional modality. The motion was moved by Regent Cohen and seconded by Regent Budd. A vote was taken and it was unanimous.

Chair Harris called for a motion to approve the modification of the Western CT State University BA in Interdisciplinary Studies, specifically the addition of an online instructional modality to the current on-ground instructional modality. The motion was moved by Regent Howery and seconded by Regent Budd. A vote was taken to approve the motion and it was unanimous.

Chair Harris called for a motion to approve the modification of the Western CT State University BA in Communication Studies, specifically the addition of an online instructional modality to the current on-ground instructional modality. A vote was taken to approve the motion and it was unanimous.

v. Criminal Justice – C2 Certificate – Naugatuck Valley Community College [Significant Modification of Courses and Course Substitutions]

vi. Criminal Justice – Public Safety – AS – Naugatuck Valley Community College [Significant Modification of Courses and Course Substitutions]

Chair Harris called for a motion to approve the modification of the Naugatuck Valley Community College Criminal Justice in Public Safety AS Degree. The motion was moved by Regent Budd and seconded by Regent Howery.

Dr. Klucznik noted that these two programs, the Criminal Justice C2 Certificate and the Criminal Justice in Public Safety AS degree, are part of a larger program revamping NVCC's Criminal Justice Program. These two modifications are related to the four Criminal Justice AS Option discontinuations, Corrections, Forensics, Law Enforcement, and, Security, that were on the Consent Agenda earlier, as well as the two new programs, the Criminal Justice C2 Certificates in Forensics and Law Enforcement, which we will discuss and the Committee will act upon later in the agenda.

Dr. H. Justin Moore, Interim Dean of Academic Affairs, B.L. Baker, Associate Dean for Liberal Arts and Social Sciences, Earl Ormond, Professor and Program Coordinator, Criminal Justice, and, Beth Warriner, Professor, Criminal Justice and Public Safety, presented these two programs. Dean Moore noted that the NVCC programs on the agenda today are the result of a program review by the Criminal Justice faculty. The Criminal Justice C2 Certificate is being modified to more closely align with the AS program.

Questions/Recommendations from the Committee included:

- a) *There are two charts showing enrollment in the program documentation, one for the C2 Certificate and the other for the AS Degree. The chart for the Certificate shows only two students enrolled. Is the C2 Certificate worth pursuing?* Response: The courses for the C2 Certificate are contained in the AS degree. Earlier in the agenda, four options were discontinued in the Criminal Justice AS degree which will result in a reduction of costs. Students in the AS degree are taking courses in the C2 Certificate, but their enrollment is counted in the AS degree. There are no additional administrative costs.
- b) *If students in the AS program drop out, do they go for the C2 Certificate so that they have a credential?* Response: We are trying to get students to stack their credentials so that they can graduate with an AS degree and a certificate. We are proposing a simplified AS degree with many electives. Students in the AS degree program can pick a certificate in their area of specialization.

Chair Harris called for a motion to approve the modification of the Naugatuck Valley Community College Criminal Justice C2 Certificate. The motion was moved by Regent Cohen and seconded by Regent Budd. A vote was taken and was unanimous.

Chair Harris called for a vote to approve the modification of the Naugatuck Valley Community College Criminal Justice in Public Safety AS Degree. A vote was taken and it was unanimous.

vii. Human Services/Pre-Social Work – AS - Naugatuck Valley Community College
[Program Name Change to: “Human Services”]

Chair Harris called for a motion to approve the modification of the Naugatuck Valley Community College Human Services/Pre-Social Work AS Degree, specifically a name change to Human Services. The motion was moved by Regent Cohen and seconded by Regent Howery.

Dean Moore, Dean Baker; Kathleen LeBlanc, Professor, Human Services and Coordinator Human Services and Social Work Studies, presented this program modification. NVCC seeks to change the name of this program to Human Services to alleviate the confusion of students who want to pursue a BS in Social Work at a CSU. These students should be registered in the Social Work Studies TAP degree.

Chair Harris called for a vote on the motion and it was unanimous.

viii. Digital Media Production – Associate of Applied Science (AAS) – Middlesex Community College [Significant Modification of Courses/Course Substitutions, Modification of Instructional Delivery, and, Program Name Change to: “New Media Production”]

Chair Harris called for a motion to approve the modifications of the Middlesex Community College Digital Media Program AAS Degree, specifically curricular changes and a name change to New Media Production. The motion was moved by Regent Howery and seconded by Regent Budd.

Dr. Sharale Mathis, Dean of Academic and Student Affairs, and Richard Lenoce, Professor and Program Coordinator of the Digital Media Production Program, presented the program modifications. Dr. Mathis stated that changes are being made to the

curriculum, for workforce development, to develop a stronger transfer program to the CSUs, and to meet the needs of the students and the community. MxCC will apply for unique program status in the CT State Community College (CSCC) for the modified program. Professor Lenoce stated that MxCC seeks to change the name of the program from “Digital Media Production” to “New Media Production”. The program is branded with the College’s Center for New Media. Three directed electives were added which will provide more advanced courses to students to prepare them for employment and/or transfer to the CSUs. MxCC is working on a dual enrollment partnership with Central CT State University.

Chair Harris called for a vote on the motion and it was unanimous.

- d. Replication of a College of Technology (COT) Program
 - i. Technology Studies: Energy Management – C2 Certificate – Asnuntuck Community College
 - ii. Technology Studies: Energy Management – AS – Asnuntuck Community College

Chair Harris called for a motion to approve the Asnuntuck Community College Replication of the College of Technology (COT) Technology Studies: Energy Management AS degree and C2 Certificate Program at Tunxis Community College and grant their accreditation for a period of seven semesters beginning with their initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by Regent Cohen and seconded by Regent Howerly.

Asnuntuck CC and Northwestern CT CC seek approval to replicate two programs, the College of Technology (COT) Technology Studies: Energy Management AS degree and C2 Certificates at Tunxis CC. This program replication leverages the resources at each college.

Dr. Teresa Foley, Interim Dean of Academic Affairs, Asnuntuck CC, presented these programs. Dean Foley noted that the goal of these program replications is to create a Northwestern Regional program in Energy Management which will be the first regional program in the C SCU system. The program replication will offer degrees from multiple institutions, increase the applicant pool in the Energy Management sector, meet workforce needs at the local, state, and regional level and meet the need for qualified commercial energy management employees in CT and the Northwest Region. Completion of this program allows students to transfer to Central CT State University as juniors. Chair Harris asked which institution will award the degrees. Dean Foley responded that the degrees will be awarded by Northwestern CT CC and Asnuntuck CC. Gen Ed courses will be completed at NCCC or ACC and degree-specific courses will be taken at TxCC. Dean Ferreira reiterated that hands-on Energy Management courses will be taken on ground at Tunxis CC.

Chair Harris congratulated Dr. Ferreira on his appointment as the new Provost at Charter Oak State College.

- iii. Technology Studies: Energy Management – C2 Certificate – Northwestern CT Community College
- iv. Technology Studies: Energy Management – AS – Northwestern CT Community College

Chair Harris called for a vote to approve the Asnuntuck Community College Replication of the College of Technology (COT) Technology Studies: Energy Management AS degree and C2 Certificate Program at Tunxis Community College. A vote was taken and it was unanimous.

Chair Harris called for a motion to approve the Northwestern CT Community College Replication of the College of Technology (COT) Technology Studies: Energy Management AS degree and C2 Certificate Program at Tunxis Community College and grant their accreditation for a period of seven semesters beginning with their initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by Regent Cohen and seconded by Regent Howery. Chair Harris called for a vote to approve the program replication and the vote was unanimous.

e. New Programs

i. Addiction Studies: Advanced Standing – MS – Western CT State University

Chair Harris called for a motion to approve the licensure of a program in Addiction Studies: Advanced Standing leading to a Master of Science at Western 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. The motion was moved by Regent Cohen and seconded by Regent Budd.

Provost Alexander and Dr. Shane Murphy, Professor, Psychology, presented the program. The WCSU MS in Addiction Studies: Advanced Standing will offer an accelerated pathway to degree completion for students who have completed work in the undergraduate psychology program at WCSU and the Drug and Alcohol Recovery Counselor (DARC) Program at the community colleges. Provost Alexander reminded the Committee that it approved the MS in Addiction Studies previously and the program is doing very well. WCSU also received a large HRSA (Health Resources and Services Administration) grant to support this proposed new program.

Chair Harris called for a vote to approve the motion and the vote was unanimous.

ii. Cybersecurity Operations – AS – Tunxis Community College

Chair Harris called for a motion to approve the licensure of a program in Cybersecurity Operations leading to an Associate of Science degree at Tunxis Community College; 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. The motion was moved by Regent Howery and seconded by Regent Budd.

Amy Feest, Interim Dean of Academic Affairs and Professor Jorge Gonzales, CIS/Cybersecurity, presented the program which is designed to fill a significant number of open positions in the CT Cybersecurity industry with qualified graduates. Professor Gonzales, who has 20 years' experience in the Cybersecurity and Technology industry, noted that he researched the current needs in the Cybersecurity industry and ensured that the program was aligned with the future CT State Community College curriculum.

Questions/Recommendations from the Committee included:

- a) *Is the projected enrollment of 40-50 students reachable?* Response: Tunxis CC has a very healthy enrollment in its current Cybersecurity programs. Student interest is very strong in the proposed new Cybersecurity Operations AS.
- b) *Will this proposed new AS in Cybersecurity Operations be transferrable to a Bachelor's Degree in Cybersecurity?* Response: We have talked with WCSU which has a Bachelors degrees in Management Information Systems and Cybersecurity to which students with an AS degree in Cybersecurity Operations can transfer. Tunxis CC plans to talk with CCSU and UCONN regarding transfer.
- c) *Will this become a Cybersecurity TAP program?* Response: There is a transfer pathway to the MIS degree, but not to Cybersecurity. Professor Gonzales noted that graduates with an AS degree can transfer to the WCSU Bachelor's degrees in MIS or Cybersecurity. Formal agreements are not yet in place. Dean Feest noted that CCSU has a Bachelor's degree in Cybersecurity. There are multiple agreements in place at CCSU through the College of Technology and she is sure that this degree will fall under these agreements.

Chair Harris called for a vote to approve the motion and the vote was unanimous.

iii. Forensic Studies – C2 Certificate – Naugatuck Valley Community College

iv. Law Enforcement – C2 Certificate – Naugatuck Valley Community College

Chair Harris noted that the two Naugatuck Valley Community College C2 Certificates will be discussed together but will be voted upon separately.

Chair Harris called for a motion to approve the licensure of a program in Forensic Studies leading to a C2 Certificate at Naugatuck Valley Community College; 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. The motion was moved by Regent Howery and seconded by Regent Budd.

Chair Harris called for a motion to approve the licensure of a program in Law Enforcement leading to a C2 Certificate at Naugatuck Valley Community College; 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. The motion was moved by Regent Cohen and seconded by Regent Howery.

Dr. Klucznik noted that these two proposed certificates in Criminal Justice fall under the modifications to the umbrella AS in Criminal Justice program at Naugatuck Valley CC. Dean Moore discussed the proposed new C2 Certificates in Forensic Studies and Law Enforcement. Both programs have robust enrollment, the Forensic Studies program at 50 students and the Law Enforcement program at over 100 students. There are significant job opportunities in both areas. Creating the two C2 Certificate programs improves the ability of graduates to transfer from the AS in Criminal Justice when they also get the C2 Certificates.

Chair Harris called for a vote to approve the motion for the C2 Certificate in Forensic Studies and the vote was unanimous.

Chair Harris called for a vote to approve the motion for the C2 Certificate in Law Enforcement and the vote was unanimous.

v. Bachelor of General Studies – BGS – Central CT State University

Chair Harris called for a motion to approve the licensure of a program in General Studies leading to a Bachelor of General Studies at Central 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. The motion was moved by Regent Cohen and seconded by Regent Howery.

Provost David Dauwalder, Dr. Marianne Fallon, and Dr. Robert Wolff, Dean of the Ammon College of Liberal Arts and Social Sciences, presented the program. The proposed new Bachelor of General Studies program will serve as a pathway for incoming transfer students, adult learners, veterans who have accumulated credits at other institutions, and, students stalled in other professional programs. Students in the proposed BGS Program can select a theme of study or develop their own theme with an advisor. Requirements for admission into the BGS program are 60 credits including 12 credits taken at CCSU.

Questions/Recommendations from the Committee included:

- a) *Since this proposed program is targeted to an adult population, why is this not an online program?* Response: At first this is an on-ground program. We may change the modality at a later date.
- b) *This new program could be served by Charter Oak State College online. Can CCSU work in conjunction with COSC instead of developing another new program?* Response: This is a way to assist students already at CCSU. They could pursue the BGS degree or find another degree option to suit their needs.
- c) *Could this be an issue of advising instead of creating a new degree?* Response: If a student is currently in another degree program and not having success, he/she could pursue the proposed BGS degree or look at other options in their area of study. Each student receives individual attention and customized advising to identify the best pathway possible.
- d) *There is a significant decrease in enrollment in BGS programs since 2014. Enrollment is decreasing at all the universities except ECSU. There are other options for BGS or like programs at the other CSUs and COSC.* Response: Our market is the region and current CCSU students. Other state institutions are not an option. CCSU has had an increase in the number of students who apply for graduation but do not graduate. The proposed BGS degree doesn't add time to the degree like other degree programs and is a pathway to timely degree completion for students.
- e) *Have you explored degree completion at COSC? COSC has named degree programs and takes more credits in transfers. It also has a robust Health Management Program.* Response: Our focus has been on CCSU's retention rate. There has been a decline in BGS degree completion nationwide.

- f) *How do you get a job with a BGS degree?* Response: Our goal is degree completion. We're trying to find a way to package a degree through CCSU at a low cost.
- g) *If we approve this program, when do we next review it?* Response: After seven semesters.

Regent Budd stated that she would support approval of the BGS program if CCSU considers a dual program with COSC. She would not support the approval of the BGS program as a new program.

Chair Harris stated that there are two options: 1) If the motion does not pass, the program is not approved/rejected; and, 2) The Committee can table the motion and ask CCSU to explore working with COSC or come back to the BOR ASA Committee at a later time with a revised program.

The motion to table was moved by Regent Cohen and seconded by Regent Howery. Chair Harris called for a vote on the motion to table and the vote was unanimous.

f. Promotions and Tenures

- i. Central CT State University
- ii. Eastern CT State University
- iii. Southern CT State University
- iv. Western CT State University

Chair Harris called for a motion to approve the 2021 Promotions and Tenures recommended by the presidents of the Connecticut State Universities. The motion was moved by Regent Cohen and seconded by Regent Budd. Chair Harris called for a vote to approve the motion and the vote was unanimous.

g. CSU Faculty Research Grants

- i. Central CT State University
- ii. Eastern CT State University
- iii. Southern CT State University
- iv. Western CT State University

Dr. Klucznik read the Resolution for the CSU Faculty Research Grants and recognized the hard work of the following four individuals who assembled the information for the Faculty Research Grants: Brenda Lopez – CCSU; Amanda Irwin – ECSU; Jennifer Hudson – SCSU; and Gabrielle Jazwiecki – WCSU.

Chair Harris called for a motion to approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2021-22 program year. The motion was moved by Regent Cohen and seconded by Regent Budd. A vote was taken to approve the CSU Faculty Research Grants and it was unanimous.

h. Revision to the Connecticut State Community College Mission and Vision

Chair Harris called for a motion to approve the revisions to the Connecticut State Community College Mission and Vision, namely, the change from the original name of the Community College of Connecticut to the Connecticut State Community College. The motion was moved by Regent Budd and seconded by Regent Howery.

Dr. Klucznik and Dr. David Levinson, Interim President, CT State Community College, presented this policy revision. The One College was first named the Community College of Connecticut at the BOR Meeting March 9, 2018. At its meeting on May 14, 2020, the BOR

approved the name Connecticut State Community College to replace the original name of the Community College of Connecticut. The Mission and Vision, itself, has not changed only the name of the consolidated institution.

Chair Harris called for a vote to approve the motion and the vote was unanimous.

4. Informational Items

a. Emeriti

b. Below Threshold

- i. Graphic Design – AS – Manchester Community College [Program Modification]
- ii. Hotel-Tourism Management – AS – Manchester Community College [Program/Curricular Modification]
- iii. Foodservice Management – AS – Manchester Community College [Program/Curricular Modification]
- iv. Music, Technology, and Media – Minor – Southern CT State University [New Academic Offering]
- v. Recreation and Leisure Studies – Child Life Concentration – MS - Southern CT State University [New Academic Offering]
- vi. Technical Communication – Certificate – Naugatuck Valley Community College [Program/Curricular Modification]
- vii. Human Services – AS – Naugatuck Valley Community College [Modification of Learning Outcomes]
- viii. BA Criminology: Accelerated Pathway to the Criminal Justice MS – Concentration - Central CT State University [New Academic Offering]
- ix. BA Psychological Science: Accelerated Pathway to the Psychology MA – Concentration - Central CT State University [New Academic Offering]
- x. Racial Justice – C2 Certificate - Central CT State University [New Academic Offering]
- xi. Philosophy – Specialization in Social Justice, Ethics and Law – BA - Central CT State University [Modification – Adding Specialization]
- xii. Criminology – BA - Central CT State University [Curricular Modification]
- xiii. Detective Certificate – C2 Undergraduate Certificate - Central CT State University [Curricular Modification]
- xiv. Biology – BS - Central CT State University [Curricular Modification]
- xv. Reading and Language Arts – 6th Year Certification – PM Certificate - Central CT State University [Curricular Modification]
- xvi. Software Engineering – MS - Central CT State University [Curricular Modification]
- xvii. Middle Eastern Studies – Minor - Central CT State University [Curricular Modification]
- xviii. Theatre – Minor - Central CT State University [Curricular Modification]
- xix. Natural Resources – Certificate – Northwestern CT Community College [New Academic Offering]

On a motion by Regent Howery and seconded by Regent Budd, the Committee voted unanimously to adjourn the meeting of the May 7, 2021 BOR Academic and Student Affairs Committee at 12:12 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Fitness Specialist Certificate (CIP Code: 31.0501 / OHE# 016797), leading to a C2 Certificate at Manchester Community College, effective fall 2021.

A True Copy:

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

ITEM

Discontinuation of a program, Fitness Specialist Certificate, leading to a C2 Certificate at Manchester Community College, effective fall 2021.

BACKGROUND

The Fitness Specialist Certificate Program was initially designed to prepare students to sit for national examination to become a personal trainer. It comprises 17 credits in programmatic courses as well as 10 credits in prerequisite courses. Students could complete this program along with the Health and Exercise Science (HES) AS degree or as a separate certificate. Programs did share many required courses.

Curricular revisions were made for the HES AS Degree to improve transferability. This included a number of additional prerequisite courses as well development of new required courses to allow for more practical, hands-on experience. These curricular revisions were also made in response to the development of the CSCU Pathway Transfer Degree: Exercise Science Studies, A.A. These changes significantly impacted the Fitness Specialist Certificate Program and would require the students to have an additional 8 credits of prerequisite courses before completing the 17 credit Certificate Program. The courses that were included no longer meet the updated standards of the field. These changes would bring the total prerequisite credit to 18 credits. At a total credit count of 35 credits, it is no longer a viable certificate program.

Phase out: Spring 2021

Our last students enrolled will be graduating Spring 2021.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C2 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – 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: MCC	Date of Submission to CSCU Office of the Provost: 4/29/2021	
Discontinued Program: X CIP: 310501 OHE#: 016797 BOR Accreditation Date: Phase Out /Teach Out Period Spring 2021 Expected Date of Program Termination Fall 2021		
Program Characteristics		
Name of Program: Fitness Specialist Certificate		
Degree: Title of Award (e.g. Master of Arts) Certificate		
Degree Certificate: (specify type and level) Fitness Specialist Certificate		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online x Combined		
Locality of Program: x On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Health Careers Department, STEM Division, MCC		
Institutional Contact for this Proposal: Allison MacKenzie	Title: Program Coordinator	Tel.: 860-512-2718 e-mail: amackenzie@manchestercc.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 Fitness Specialist Certificate Program was initially designed to prepare students to sit for national examination to become a personal trainer. It is comprised of 17 credits in programmatic courses as well as 10 credits in prerequisite courses. Students could complete this program along with the Health and Exercise Science (HES) AS degree or as a separate certificate. Programs did share many required courses.

Curricular revisions were made for the HES AS Degree to improve transferability. This included a number of additional prerequisite courses as well development of new required courses to allow for more practical, hands-on experience. These curricular revisions were also made in response to the development of the CSCU Pathway Transfer Degree: Exercise Science Studies, A.A. These changes significantly impacted the Fitness Specialist Certificate Program and would require the students to have an additional 8 credits of prerequisite courses before completing the 17 credit Certificate Program. The courses that were included no longer meet the updated standards of the field. These changes would bring the total prerequisite credit to 18 credits. At a total credit count of 35 credits, it is no longer a viable certificate program.

In addition, there has been two significant misconceptions of this program. First, the name Fitness Specialist Certificate is similar to one of the national certifications in the field, Health Fitness Specialist (HFS) through the American College of Sports Medicine (ACSM). However, a prerequisite for the ACSM- HFS certification is to have earned a bachelor's degree. Our program prepared students for the ACSM Certified Personal Trainer certification, which only requires a high school diploma. Second, although through advising and marketing efforts we emphasized that this program would prepare students for national certification, students often thought that this Fitness Specialist Certificate Program included the exam fees for national certification.

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

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.)

Our last students enrolled will be graduating Spring 2021.

SECTION 3: RESOURCES

Close Out

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

No costs would be employed or expended.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding 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?

First, naming of a program is important. The name of the Fitness Specialist Program is deceiving to the student. There are already nationally accredited certifications named this in the field and they require a bachelor's degree in order to sit for them. This sets students up to perceive that this academic certificate program is equivalent to the national certifications. Second, there are a variety of ways for individuals to enter the fitness industry. Academic degrees and national certifications

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Technology Studies: Engineering Technology Option (CIP Code: 15.0000 / OHE# 015193), leading to an Associate of Science at Middlesex Community College, effective fall 2022.

A True Copy:

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

ITEM

Discontinuation of a program, Technology Studies: Engineering Technology Option, leading to an Associate of Science at Middlesex Community College, effective fall 2022.

BACKGROUND

Currently there are 7 students enrolled in the Technology Studies: Engineering Technology Option associate degree program. The enrollment numbers in the past 5 years have been low (no more than 7 students each year), and there have been no students graduated from this program in the past 5 years. The program is intended for students to transfer to CCSU's Mechanical Engineering Technology or Manufacturing Engineering Technology programs upon graduation. However, many of our students would rather enroll in similar programs such as Engineering Science, Tech Studies: Computer Engineering Technology Option, or Tech Studies: Manufacturing Engineering Technology Option because (1) the Engineering Science program is more versatile—it enables students to transfer not only to CCSU, but also to other institutions' various engineering programs (2) MxCC developed new options under the COT Technology Studies in recent years, including the Tech Studies: Computer Engineering Technology Option and the Tech Studies: Manufacturing Engineering Technology Option, which provide more customized curricula to students, and these new options also contributed to the low enrollment in this program.

Phase out: Spring 2021

Currently enrolled students will be contacted and encouraged to switch to one of the programs mentioned above. All students remaining in the program will be allowed to complete their coursework directly, or through course substitutions and independent study.

There is no cost associated with closing this program.

RECOMMENDATION

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

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – 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: Middlesex Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Technology Studies: Engineering Technology Option CIP: 150000 OHE#: 15193 BOR Accreditation Date: 06/18/2017		
Phase Out /Teach Out Period 2 years Expected Date of Program Termination Fall 2022		
Program Characteristics		
Name of Program: Technology Studies: Engineering Technology Option		
Degree: Title of Award (e.g. Master of Arts) Associate of Science Degree		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online x Combined		
Locality of Program: x On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: STEM Area of Study		
Institutional Contact for this Proposal: Dr. Lin Lin	Title: Professor of Engineering	Tel.: 860.343.5763 e-mail: Llin@mxcc.commnet.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.

Currently there are 7 students enrolled in the Technology Studies: Engineering Technology Option associate degree program. The enrollment numbers in the past 5 years have been low (no more than 7 students each year), and there have been no students graduated from this program in the past 5 years. The program is intended for students to transfer to CCSU's Mechanical Engineering Technology or Manufacturing Engineering Technology programs upon graduation. However, many of our students would rather get enrolled in similar programs such as Engineering Science, Tech Studies: Computer Engineering Technology Option, or Tech Studies: Manufacturing Engineering Technology Option because (1) Engineering Science program is more versatile, which enables students to transfer not only to CCSU, but also to other institutions' various engineering programs (2) MxCC developed new options under the COT Technology Studies in recent years, including the Tech Studies: Computer Engineering Technology Option and the Tech Studies: Manufacturing Engineering Technology Option, which provide more customized curricula to students, and this also contributed to the low enrollment in this program.

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.)

Currently enrolled students will be contacted and encouraged to switch to one of the programs mentioned above. All students remaining in the program will be allowed to complete their coursework directly, or through course substitutions and independent study.

SECTION 3: RESOURCES

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

Close Out

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

No cost

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding 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?

This program has been kept on MxCC's catalog even though the enrollment and graduation numbers have been very low. The courses in the curriculum are mostly either shared with other programs or general electives. It is a "no-harm" (zero fiscal impact) program, which offers additional ways for students to graduate. But given the overall low numbers associated with the program, we have decided to terminate it.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

FERPA Notice & Directory Information Policy

June 24, 2021

WHEREAS, the Connecticut State Colleges and Universities have operated under the Connecticut Board of Regents for Higher Education policy 2.2 (FERPA Notice & Directory Information Policy); and

WHEREAS, updates to the policy are necessary to remain consistent with national best practice; and

WHEREAS, the Solomon Amendment has been updated to allow military recruiters access to student email addresses (issued by the institution); therefore, be it

RESOLVED, that this policy shall update the Connecticut Board of Regents for Higher Education policy 2.2 for students of the four Connecticut State Universities, Charter Oak State College, the twelve Connecticut State Community Colleges and the future Connecticut State Community College and be it further

RESOLVED, that this policy shall go into effect for the fall 2021 semester.

A True Copy:

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

**CONNECTICUT STATE COMMUNITY COLLEGES:
REVISION TO FERPA NOTICE & DIRECTORY INFORMATION POLICY**

This proposal seeks to revise BOR policy 2.2 (FERPA Notice and Directory Information Policy).

BACKGROUND

The Federal Education Rights and Privacy Act (FERPA) Notice and Directory Information Policy was approved by the Board of Regents in December 2014 (14-129) and updated in March 2017 (17-009). The policy outlines what is considered directory information in four separate categories:

- For purposes of access by school officials of the CT State Colleges and Universities as governed by the Board of Regents for Higher Education
- For purposes of access by military recruiters only
- For purposes of participation in any recognized activity or sports
- For purposes of disclosure to/access by the general public.

RECOMMENDATION

It is recommended that Board of Regents policy 2.2 be revised in the following manner:

- For purposes of access by school officials of the CT State Colleges and Universities as governed by the Board of Regents for Higher Education:
 - *Update “awards” to state “Academic Honors and Awards”*
- For purposes of access by military recruiters only
 - Inclusion of student email address
- For purposes of participation in any recognized activity or sports:
 - *Update “awards” to state “Athletic Honors and Awards”*
- For purposes of disclosure to/access by the general public.
 - Remove the student identification (ID) number, User ID, or other unique identifier for community college students from this category; and
 - *Update “awards” to state “Academic Honors and Awards”*

RATIONALE***Awards***

The recommendation to update the policy to state “Academic Honors and Awards” rather than “Awards” is supported by the National Association of Student Financial Aid Administrators (NASFAA). Blue Icon Advisors, NASFAA’s consulting service, reviewed the current FERPA Notice and Directory Information Policy as a part of the recent development of a common policies and procedures manual for the Connecticut State Community Colleges and expressed concerns about the ambiguity of the word “Award” combined with accessibility by the general public.

Specifically, the word “Award” could be interpreted as a financial aid award (which is protected data under the Higher Education Act of 1965, as amended). Blue Icon Advisors recommends updating this aspect of the policy to clarify that financial aid awards cannot be considered directory information.

Access to Military Recruiters

The Solomon Amendment is a federal law that requires institutions that receive certain federal funding to fulfill requests from military recruiters for lists of student recruiting information. This amendment provides the military access to student directory information that would have otherwise been denied to them under FERPA (AACRAO, 2021).

Effective 1/1/21, the National Defense Authorization Act (section 521) allows military recruiters to access student email addresses (issued by the college); the policy must therefore be updated accordingly.

Student Identification (ID) Number

As currently written in BOR policy 2.2, the four Connecticut State Universities and Charter Oak State College do not list student ID number as directory information for the general public.

The recommendation to remove the Student ID number from directory information for community college students aligns with FERPA guidelines and with current industry standards (as supported by AACRAO, the American Association of Collegiate Registrars and Admissions Officers). This recommendation also aligns with the U.S. Department of Education’s definition of what is typically considered directory information: “information contained in an education record of a student that would not generally be harmful or an invasion of privacy if disclosed” (Rooker & Falkner, 2012, p. 8).

Per FERPA guidelines, “a student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems can be directory information *only if the identifier cannot be used to gain access to education records*” (Rooker & Falkner, 2012, p. 25). As the student ID can be directly linked to items within a student’s education record, it is recommended this be removed from what is currently considered directory information to the general public.

EXHIBIT A: LIST OF DIRECTORY INFORMATION (BY CATEGORY)

For purposes of access by **school officials of the Colleges and Universities governed by the Board of Regents for Higher Education**, the following is designated as Directory Information (*changes in bold below*):

- Student’s legal name
- Permanent mailing address
- Month and day of birth
- Photographs
- Student identification number, User ID, or other unique identifier
- Email address

- Telephone number
- University or College previously attended or currently attending
- Dates of attendance
- Full vs. part-time student status
- **Academic Honors & Awards (previously referred to as “Awards”)**
- Class standing/year
- Major, minor, concentration and/or program of study
- Degree(s)/Certificate(s) candidacy
- Degree(s)/Certificate(s) earned
- Previous Institutions attended
- Graduation expected/completion dates

For purposes of access by **military recruiters only**, the following is designated as Directory Information (Student Recruiting Information) (*changes in **bold** below*):

- Student's legal name
- Permanent mailing address
- **Student email address (issued by the institution)**
- Telephone number
- Age
- Place of birth
- Class standing/year
- Major and/or program of study
- Degrees received
- Most recent educational institution attended

For purposes of participation in any **recognized activity or sports**, the following is designated as Directory Information (*changes in **bold** below*):

- Student's preferred name
- City and State of Residence
- Dates of attendance
- Class standing/Year
- Recognized activity or sport
- Team performance statistics
- Team position
- Photos and videos
- **Athletic Honors & Awards (previously referred to as “Awards”)**
- Height and weight of athlete.

For purposes of **disclosure to/access by the general public**, the following is designated as Directory Information (*changes in **bold** below*):

- Student's preferred name

- Permanent mailing address
- Photographs
- Dates of attendance
- Major, minor, concentration and/or program of study
- Degree/Certificate candidacy
- Degree(s)/Certificate(s) earned
- **Academic Honors & Awards (previously referred to as “Awards”)**
- Full vs. Part-time status
- Anticipated graduation date
- Graduation date
- ~~Connecticut Community College only—Student identification number, User ID, or other unique identifier (recommending removal as directory information)~~
- Charter Oak State University Only – Email address

Reference

American Association of Collegiate Registrars and Admissions Officers (2021). Solomon Amendment. Retrieved from <https://www.aacrao.org/advocacy/compliance/solomon-amendment>.

Rooker, L., & Falkner, T. (Eds.). (2012). AACRAO 2012 FERPA Guide. American Association of Collegiate Registrars and Admissions Officers.

06/11/2021 – BOR – Academic and Student Affairs Committee
06/24/2021 – Board of Regents

Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College or University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College or University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College or University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College or University official to amend a record that they believe is inaccurate, misleading or a violation of the student's right to privacy. However, FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. Consequently, FERPA amendment requests do not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

To request amendment of an education record, the student should write to the official, clearly identifying the part of the record he or she wants changed and specifying why he/she believes it is inaccurate. The institution will notify the student of the decision. If the institution decides not to amend the record as requested by the student, a College or University official will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College or University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without a student's prior written consent under the FERPA exception for disclosure to school officials who have a legitimate educational interest. A "school official" is a person employed by a College or University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Regents; an employee of the Connecticut State Colleges and Universities system office; or, a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College or University who performs an institutional service or function for which the College or University would otherwise use its own employees and who is under the direct control of the College or University with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College or University. Upon request, the College or University also discloses education records to officials of another school in which a student seeks or intends to enroll without the prior consent of, or notice to, the student.

FERPA also permits disclosure of education records without consent in connection with, but not limited to:

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College or University;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

4. The right to refuse to permit the College or University to release Directory Information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the University's or College's Registrar, in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the University or College, in writing, to remove it. A student may exercise his or her right to opt out of Directory Information, prohibiting disclosure of the student's information without the student's consent as noted in section 3, except however, that pursuant to the Solomon Amendment, military recruiters must be provided the same access to student information as is provided to nonmilitary recruiters.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Directory Information Policy

Acknowledging that Directory Information is FERPA protected information that may be disclosed at the discretion of a College or University, it is the policy of the Board of Regents for Higher Education for the Connecticut State Colleges and Universities that disclosure of Directory Information is within the sole discretion of the College or University. Colleges and Universities may disclose Directory Information without the prior consent of the student only as provided herein.

The Board of Regents for Higher Education has designated the following as Directory Information: For purposes of access by school officials of the Colleges and Universities governed by the Board of Regents for Higher Education, the following is designated as Directory Information:

For purposes of access by **school officials of the Colleges and Universities governed by the Board of Regents for Higher Education**, the following is designated as Directory Information:

- Student's legal name
- Permanent mailing address
- Month and day of birth
- Photographs
- Student identification number, User ID, or other unique identifier
- Email address
- Telephone number
- University or College previously attended or currently attending
- Dates of attendance
- Full vs. part-time student status
- Academic Honors & Awards
- Class standing/year
- Major, minor, concentration and/or program of study
- Degree(s)/Certificate(s) candidacy
- Degree(s)/Certificate(s) earned
- Previous Institutions attended
- Graduation expected/completion dates

For purposes of access by **military recruiters only**, the following is designated as Directory Information (Student Recruiting Information):

- Student's legal name
- Permanent mailing address
- Student email address (issued by the institution)
- Telephone number
- Age
- Place of birth
- Class standing/year
- Major and/or program of study
- Degrees received
- Most recent educational institution attended

For purposes of participation in any **recognized activity or sports**, the following is designated as Directory Information:

- Student's preferred name
- City and State of Residence
- Dates of attendance
- Class standing/Year
- Recognized activity or sport
- Team performance statistics
- Team position
- Photos and videos
- Athletic Honors & Awards
- Height and weight of athlete.

For purposes of **disclosure to/access by the general public**, the following is designated as Directory Information:

- Student's preferred name
- Permanent mailing address
- Photographs
- Dates of attendance
- Major, minor, concentration and/or program of study
- Degree/Certificate candidacy
- Degree(s)/Certificate(s) earned
- Academic Honors & Awards
- Full vs. Part-time status
- Anticipated graduation date
- Graduation date
- Charter Oak State University Only – Email address

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Use of Gender Identity and Pronouns

May 20, 2021

- WHEREAS,** The Board of Regents acknowledges the significance of 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 self-identified pronouns 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 pronouns by students and employees; therefore, be it
- RESOLVED,** The attached Policy Statement regarding Use of Gender Identity and Pronouns is hereby adopted, and be it further
- RESOLVED,** The CSCU institutions that have not done so are to incorporate appropriate institutional guidelines and/or establish procedures to facilitate students' and employees' requests for gender identity or self-identified pronouns in those instances noted in the Policy.

A True Copy:

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

Board of Regents for Higher Education
Connecticut State Colleges and Universities
Regarding
Use of Gender Identity and Pronouns
May 20, 2021

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 actual gender identity and self-identified pronouns.

The Board of Regents for Higher Education directs the College and University leadership and other stakeholders of the CSCU institutions, including students and employees, working with System Office staff, to follow best practices in establishing appropriate forms, procedures, training and timelines to facilitate students' and community members' requests for usage of self-identified pronouns and gender identity. The institutions are to incorporate information regarding pronoun usage and gender identity into their processes.

CSCU institutions will continue to record and use governmentally recognized gender markers as required by law.

Definitions:

Governmentally Recognized Gender Marker: The gender marker appearing on an official government document that denotes male or female, used for official reporting to the Federal Government and other similar agencies.

Self-identified Pronoun: The pronoun used by an individual that best reflects their gender identity and by which they should be called. For example, student Taylor Doe might use the pronouns "they/them/theirs" instead of "he/his/his" or "she/her/hers."

Gender Identity: One's innermost concept of self as male, female, a blend of both or neither. One's gender identity can be the same or different from their sex assigned at birth.

ITEM

The Board of Regents for Higher Education adopts a Policy Statement regarding Use of Gender Identity and 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 a person's gender identity. The Policy Statement regarding Use of Gender Identity and Pronouns operates on the same continuum of respecting a person's individual identity by allowing that identity to be listed alongside their name on classroom rosters and other related documents and information.

ANALYSIS

This policy was spearheaded by a working group of CSCU students, faculty and staff who wished to be addressed by their personal pronoun of choice in the classroom and other related settings. The goal was to list the chosen pronoun along with the student's name on rosters. Faculty also advised that this could assist them in getting to know and supporting their students. In the spring of 2019, as Banner 9 was being implemented by IT personnel at the universities and in the system office for the Office of Human Resources, the opportunity to add a chosen pronoun field became possible. A conversation and subsequent workgroup quickly followed to identify options for possible 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.

In order to implement the use of the chosen pronoun to establish appropriate forms, procedures, training and timelines to facilitate students' requests for usage of gender identity and pronouns, the Board must authorize System Office to convene the work.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning
New Institute

June 24, 2021

- WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education, acting as the board of trustees for constituent units, is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and
- WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSU Centers and Institutes, and
- WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and
- WHEREAS Centers and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it
- RESOLVED: That the Board of Regents for Higher Education establishes the Institute for Justice and Social Change (IJSC) at Southern Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

A True Copy:

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

ITEM

Institute for Justice and Social Change (IJSC) at Southern Connecticut State University

BACKGROUND

Southern Connecticut State University (SCSU) has requested that the Board of Regents establish an Institute for Justice and Social Change (IJSC) as allowed under COS I Oa-25h and through procedures established by the CSCU Board of Regents (BR #20-012).

The CSCU Provost agrees that the SCSU IJSC is consistent with the statutory definition of a center of excellence as well as the missions of both the Connecticut State Colleges & Universities System and SCSU. As required by Board policy, the materials provided by the University make a compelling case for need, identify objectives that are of measurable benefit to the State of Connecticut and to the entire SCSU community (i.e., its faculty, staff and students), present a self-sustaining financial model, and outline an evaluation and assessment plan.

SCSU's Division of Diversity, Equity, and Inclusion (DEI) is charged with realizing SCSU's social justice mission of "identifying and addressing systematic barriers to equity, access, and success" for "members of our institution, local communities, our nation, and our world." The proposed IJSC will be a signature initiative and key mechanism for leveraging SCSU's institutional strengths and relationships in support of this commitment to social justice, anti-oppression, and anti-racism. As noted, the IJSC will advance its work through research, education, activism, and partnerships (see the Goals and Objectives below). Targeted audiences will include Black, Indigenous, and People of Color (BIPOC) and White SCSU undergraduate and graduate students, faculty, staff, and administration, as well as mission-aligned community and institutional stakeholders and the general public. The geographic area of focus will initially be Greater New Haven and the state of Connecticut, but national and international alliances will also be sought over time.

In a world where inequity and oppression abound, we need individuals and organizations that are capable of working together for equity, justice, and transformative social change. Higher education should be at the forefront of this effort and should both lead and follow. Public universities like Southern are places where diverse individuals and groups engage in education, research, fine art, performance, sport, clinical practice, and more. They are places where communities, organizations, and institutions come together and co-construct. They are where people go to improve their lot and where people's ideas about the world and each other are shaped and reshaped. These activities and networks of people and organizations in higher education have shaped social systems and structures over time – including their inequitable elements.

Because higher education plays such a substantial role in shaping social systems and structures, it has a similarly substantial responsibility for leading and learning how to ensure these social systems and structures allow for self-determination and equity and do not inflict harm. Southern proposes the IJSC as a community/university collaborative hub, a place to gather, a venue for disseminating equity research, and a thinktank for transforming research into practice.

RATIONALE

Need

There is substantial need for an Institute for Justice and Social Change (IJSC) in the Connecticut State University System (CSUS) and the State of Connecticut. Not only will an IJSC add value to broader society, its activities will also give back to the university and its stakeholders – in enrollment, hiring, programming, funding, and notoriety.

1. Innovative and effective approaches for dismantling systemic and structural barriers to equity are needed.
2. The self-directed participation and leadership of BIPOC individuals and groups in mainstream organizations is needed.
3. A dedicated mechanism for identifying, connecting, deepening, and elevating the work and impacts of justice and social change efforts is needed.
4. The CSUs currently do not have a Center, Institute, or other body engaged in this kind of conscious community/university capacity building that is broadly focused on, and responsive to, the social context and collaborator needs at any one time.

Goal and Objectives

Goal 1) Build diverse coalitions & enroll/employ diverse students/faculty/staff

Strategy: Leverage SCSU's institutional capacity and stakeholder relationships to create an *IC Network* of diverse collaborators committed to inclusive equity and justice work.

Objective 1: In Year 1, identify and solicit at least 150 individuals and groups to form a *IJSC Collaborative Network (IC Network)* of Institute affiliates, members, partners, and sponsors whose agendas align with equity, justice, and community-oriented action. Secure commitment of at least 75 *IC Network* affiliates or members. Increase by 1% annually.

Objective 2: In Year 1, create a searchable database of *IC Network* collaborators and grow it by 40% annually.

Objective 3: Activate at least 30% of members of the *IC Network* to organize or participate in IJSC networking, learning, research, grant seeking, and/or engaged action in Year 1. Increase by 20% annually.

Objective 4: Support SCSU student, faculty, and staff recruitment, retention, and promotion efforts by leveraging the *IC Network*.

Goal 2) Develop and facilitate a transformational equity-focused learning strategy

Strategy: With the Division for DEI and *IC Network Collaborators*, co-coordinate and facilitate the organization, development, and implementation of equity-focused courses, conferences, convenings, trainings, and other educational events.

Objective 1: Initiate and host at least 2 nation-wide (or state-wide) conferences or convenings on equity, justice, and social change for/with *IC Network Collaborators*

annually.

Objective 2: Annually, host at least 4 public workshops or other social justice and antiracism educational and development opportunities facilitated by *IC Network Collaborators*.

Objective 3: With *IC Network Collaborators*, develop fee-based consulting services and educational modules to build social justice and anti-racism capacity in communities, businesses, organizations, and institutions at SCSU, as well as in Greater New Haven, the State of Connecticut, and beyond.

Goal 3) Undertake anti-oppression research

Strategy: With *IC Network Collaborators*, facilitate community-focused and action-based interdisciplinary, interorganizational, and interinstitutional research partnerships and products.

Objective 1: Facilitate at least 2 robust partnerships among *IC Network Collaborators* and the SCSU academic community to conduct and disseminate equity-oriented research.

Objective 2: Fundraise for engaged *IC Network Collaborators*/SCSU faculty and student scholarships by identifying and pursuing at least 3 grant- or donor-originated funding opportunities annually.

Objective 3: Establish a *Journal of Collaboration for Equity, Justice, and Social Change* at SCSU, publish 2 issues annually, and seek placement in major indexes in Year 2.

Goal 4) Create a transformational impact

Strategy: With *IC Network Collaborators*, in meaningful ways as defined by respective communities, and based on the transformational equity-focused partnerships, learning, and anti-oppressive research outlined in Goals 1-3, identify and challenge oppressive and exclusionary policies and practices, and disseminate activity widely.

Objective 1: Advocate for equitable, anti-racist, and anti-oppressive policies and practices through at least quarterly policy briefs, white papers, op-eds, literary works, performances, and/or artistic installments.

Objective 2: Design and facilitate a web-based portal to serve as a clearinghouse for information on SCSU, community, and *IC Network Collaborator* social justice events and materials in Year 1. Connect with news and other community organizations to increase dissemination reach in Years 2-4. Measure growth by 5% web visit increases.

Objective 3: Cultivate an annual Activist-in-Residence program to model impactful equity- and justice-focused activism and engage *IC Network Collaborators* in productive social change activism.

Objective 4: Convene an internal Advisory Board and external Advisory Board for conceptual guidance and evaluative feedback. Conduct annual process and impact evaluations. Apply findings for continuous improvement.

Faculty and Staff Involvement

The IJSC will be housed in SCSU's Division of Diversity, Equity, and Inclusion and report to the Division's Vice President, Dr. Diane Ariza. The Institute's Co-Directors, Dr. Sousan

Arafeh, Associate Professor of Educational Leadership and Policy Studies and the Special Assistant to the Dean of Education, and Mr. Kelvin Rutledge, Director of Career & Professional Development, will hold collaborative responsibility for the strategic direction and oversight of the day-to-day operations of the Institute. The Co-Directors will build strategic collaborations with SCSU students, faculty, staff, and administrators as well as with individuals and organizations external to SCSU. The Co-Directors will represent the Institute internally and externally as primary contacts and coordinators of its events, programs, services, partnerships and activities.

Budget

Year 1: \$59,000 is the projected amount in revenue and \$57,000 is the projected amount in expenditures.

Year 2: \$217,000 is the projected amount in revenue and \$107,000 is the projected amount in expenditures.

Year 3: \$1.723 million dollars is the projected amount in revenue and \$124,000 is the total amount in expenditures.

Year 4: \$1.723 million dollars is the projected amount in revenue and \$124,000 is the projected amount in expenditures.

RECOMMENDATION

It is the recommendation of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents approve this institute.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
Proposal to Establish a CSCU Center/Institute

INTRODUCTION

The format for the *Proposal to Establish a CSCU Center or Institute* is based upon the Policy Statement and Policy Guidelines for The Establishment of Centers and Institutes, which the initiator(s) should become familiar with and utilize as a guide. Submission of the *Proposal* to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of a *Proposal* to the Board's Academic and Student Affairs Committee that decides upon the establishment of centers/institutes.

PROPOSED NEW PROGRAM

CSCU Institution:

Southern Connecticut State University

Title of Proposed Center or Institute:

Institute for Justice and Social Change (IJSC)

Primary Focus:

Southern seeks approval for an Institute for Justice and Social Change (IJSC). **This Institute will serve as an interdisciplinary hub for coalition-building and engaged action aimed at dismantling systemic and structural barriers to equity.** The IJSC will structure its work in the areas of research, education, activism, and partnerships and will involve multiple, diverse individuals and groups. Specifically, the IJSC will work with Southern student, faculty/staff and other stakeholders, as well as community, organizational, and institutional actors in New Haven, Connecticut, and beyond. **Core activities will include** the following:

- Identifying, building, and joining diverse networks of community, university, and research collaborators;
- Curating and communicating information about equity activity within these networks and the region to encourage synergies;
- Facilitating and widely disseminating collaborative research; when appropriate, guided by community partners' needs;
- Alone, or with collaborators, providing in-person and online educational opportunities ranging from formal courses and programs to workshops, convenings, conferences, and teach-ins; and
- Raising awareness of, and garnering substantial financial support for, IJSC and collaborator justice and social change work and its potential and actual impacts.

Southern's Division of Diversity, Equity, and Inclusion (DEI) is charged with realizing SCSU's social justice mission of "identifying and addressing systematic barriers to equity, access, and success" for "members of our institution, local communities, our nation, and our world." **The proposed IJSC will be a signature initiative and key mechanism for leveraging Southern's institutional strengths and relationships** in support of this commitment to social justice, anti-oppression, and anti-racism. As noted, **the IJSC will advance its work through research, education, activism, and partnerships** (see the Strategic Action Plan with Goals and Objectives below). **Targeted audiences will include** Black,

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish a CSCU Center/Institute

Indigenous, and People of Color (BIPOC) and White Southern undergraduate and graduate students, faculty, staff, and administration as well as mission-aligned community and institutional stakeholders and the general public. The geographic area of focus will initially be Greater New Haven and the state of Connecticut, but national and international alliances will also be sought over time.

In addition to supporting Southern's mission, the IJSC's mission aligns directly with the Board of Regent's (BOR) Goal 5: Equity and will put into action all five of the BOR's "Encouraged Activities:"

- Undertaking activity to host forums and publicize research results and studies or reports of services rendered;
- Affording research, service and/or experiential learning opportunities to CSCU students;
- Inter-institutional and/or interdisciplinary collaborations and partnerships;
- Developing and launching diversity, equity, and inclusion related products and services into the marketplace;
- Formally linking its academic community with its local professional and/or service community;
- Publishing journal articles, making conference presentations, hosting forums and otherwise publicizing research results and studies of services rendered.

In a world where inequity and oppression abound, we need individuals and organizations that are capable of working together for equity, justice, and transformative social change. Higher education should be at the forefront of this effort and should both lead and follow. Public universities like Southern are places where diverse individuals and groups engage in education, research, fine art, performance, sport, clinical practice, and more. They are places where communities, organizations, and institutions come together and co-construct. They are where people go to improve their lot and where people's ideas about the world and each other are shaped and reshaped. These activities and networks of people and organizations in higher education have shaped social systems and structures over time – including their inequitable elements.

Because higher education plays such a substantial role in shaping social systems and structures, it has a similarly substantial responsibility for leading and learning how to ensure these social systems and structures allow for self-determination and equity and do not inflict harm.¹ **Southern proposes the IJSC as a community/university collaborative hub, a place to gather, a venue for disseminating equity research, and thinktank for transforming research into practice.**

Institutional Unit(s):

SCSU's Division of Diversity, Equity, and Inclusion

Initiator(s)/Faculty Status and/or Position:

- *IJSC Co-Director:* Dr. Sousan Arafeh, Associate Professor, Educational Leadership & Policy Studies; Special Assistant to the Dean, College of Education
- *IJSC Co-Director:* Mr. Kelvin Rutledge, Director, Career & Professional Development
- *SCSU Leadership:* Dr. Diane Ariza, Vice President, Diversity, Equity, and Inclusion.

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Proposal to Establish a CSU Center/Institute

NEED

Directions: Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.

The Need:

There is substantial need for an Institute for Justice and Social Change (IJSC) in the Connecticut State University System (CSUS) and the State of Connecticut. Not only will an IJSC add value to broader society, its activities will also give back to the university and its stakeholders – in enrollment, hiring, programming, funding, and notoriety.

- 1. Innovative and effective approaches for dismantling systemic and structural barriers to equity are needed.** An organizational mechanism like an IJSC can leverage university strengths, people, resources, and relationships with new community and organizational partners for this important purpose.
- 2. The self-directed participation and leadership of BIPOC individuals and groups in mainstream organizations is needed.**ⁱⁱ As part of this, White and other traditionally dominant individuals and groups must learn to welcome and value the leadership of their BIPOC peers. The IJSC will serve as a space where these relationships and learnings can take place. The IJSC will also seek to collaborate in promoting the work while steering away from imposing oppressive institutional agendas.
- 3. A dedicated mechanism for identifying, connecting, deepening, and elevating the work and impacts of justice and social change efforts is needed.** There are individuals and groups both within and outside of Southern that are engaged in phenomenal equity and social justice education, research, art/performance, and activism. Some of these efforts are redundant. Other efforts need human or other resources. Still others are working with the same communities in ways that are burdensome or overwhelming. Most are siloed and unaware of the possible networks, synergies, and resources available that could elevate their work and connect them with the people, facilities, materials, funding and/or marketing to catalyze their efforts, their impacts, and their reach.
- 4. The CSUS currently does not have a Center, Institute, or other body engaged in this kind of conscious community/university capacity building that is broadly focused on, and responsive to, the social context and collaborator needs at any one time.** The non-hierarchal structure of the IJSC will allow for organic, co-constructed, and agile initiatives to occur.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
Proposal to Establish a CSCU Center/Institute

The Broad Context:

Systemic and institutional inequity, discrimination, and oppression in the US are well documented.ⁱⁱⁱ They are all too evident in the state of Connecticut, which claims some of the highest educational achievement gaps, income gaps, and levels of racial segregation in the nation.^{iv} 10.5% of Connecticut's population lives below the poverty line and 1 in 9 people are food insecure.^v SCSU's home city of New Haven's 2017 poverty rate is 25.5% - 15% higher than the Connecticut average – with 22% being food insecure and greater percentages among Hispanic and Latinx communities.^{vi} Southern, itself, has enrolled students who bear out these statistics with nearly one third reporting being food insecure in 2019.^{vii} These are just a few of the types of inequity US society tolerates.

There has been a groundswell of attention to inequity – particularly race-based inequity – as a result of the Black Lives Matter Movement.^{viii} This movement has catalyzed more mainstream awareness of police and other racially-motivated brutalities and killings; of the depth and impact of geographic segregation, of the inhumaneness of the criminal justice system, and the anemic institutional responses by federal, state, and local governments. The **COVID-19 pandemic** has similarly made evident **health and resource inequities** based on race, class, sex, gender, age, physical and mental ability, geography, and education.^{ix} A concerning impact of the pandemic on higher education is the **substantially decreased student enrollment** due to health, lack of access, lack of funding, or the sense that higher education is not an option because it is unwelcoming or not attuned to the 21st century needs of diverse students.^x The pandemic has also **catalyzed the use of technology** in support of remote learning and collaboration, while simultaneously revealing the stark inequities lack of technology access or skills engender.^{xi}

Recent events have made it clear that US society is at a fraught tipping point. On the one hand, BIPOC communities and their allies have drawn attention to the economic, educational, physical, emotional, psychological, safety, and geographic disparities between their communities and White communities.^{xii} With this, there has been more understanding and will to fight for equity and inclusion from some “mainstream,” typically White, sectors of society. On the other hand, a massive depth and breadth of hate and intolerance has also been revealed among primarily White communities and groups.^{xiii} The degree to which this hate and intolerance can be eradicated is unclear. However, **support for the self-determination, self-actualization, and transformative social change BIPOC and other marginalized groups have been fighting for is possible and essential.^{xiv} Institutions of higher education are uniquely poised to contribute to this effort. As intercultural crossroads where knowledge, policies, and practices are created and disseminated; institutions of higher education have numerous ways of incentivizing communication and connection among their wide range of stakeholders.**

This last point is crucial. In contrast to earlier times, BIPOC scholars and activists have made it clear that **mainstream institutions like universities cannot lead social justice efforts on their own.^{xv}** In many cases, the mere conduct of core business can engender inequity and perpetrates cultural harm.^{xvi} This is because racism, sexism, and other forms of oppression comprise, and are comprised of, day-to-day policies and practices and the assumptions upon

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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which they are built. Civil and human rights movements have shown that **making mainstream social power and privilege explicit is necessary for social change.**^{xvii} The strategy notches down the intensity of dominant power and privilege and notches up the knowledge, power, and socio-cultural systems of people and groups that are excluded.

It is an unfortunate paradox that a key privilege of privilege is not being able to recognize it, while an essential part of social change work requires that same privilege to be willingly recognized and repurposed. One important way to thread this needle is **through investment in, and engagement with, BIPOC and marginalized groups where they lead into co-constructed, collaborative action.** This kind of engagement can create connection through curiosity about each other, shared stories of experience and aspiration, similar interests around important issues that result in meaningful, and more equitable, short- and/or long-term relationships and action for the future.^{xviii}

Southern Has the Will and the Capacity to Lead This Important Work

Not all people and not all institutions are willing and able to step into this work. Southern does have demonstrated will and capacity and is eager to develop it further through the IJSC.

Southern has a strong history of student access and inclusion, which has been reflected more recently in its chosen role as a “university of access” This commitment for students is evident, first, in the strength of Southern’s University Access Program (UAP) that is focused on the recruitment and retention of students who are first-generation, low income, BIPOC, or from traditionally marginalized groups. Working primarily through soft-money grants, its high school/college bridge program Southern Educational Opportunity Program (SEOP), the recent 7-year GEAR Up program, the New Haven Promise program, and the most recent Promoting Academically Successful Students (PASS) program have very successfully connected Southern to the students and families in local communities and supported their educational success. Once enrolled, there are a variety of ways Southern’s students can engage in equity and anti-oppression work with staff and fellow students. The Multicultural Center is very active with activities; academic programs, field experiences, and international program; service clubs; and increasingly robust Social Justice Month (which actually takes place year-round) of engaged scholarly, performance, informational, and activist activity on- and off-campus.

In terms of faculty and staff capacity for equity and social justice work, an environmental scan^{xix} of funding, research, Center, and course/program activity determined that are **over 80 faculty and staff documented in Digital Measures who have published equity-focused research.**^{xx} **Further capacity is evident in the targeted equity focus of Southern’s community, research, and partnerships** such as the SCSU/Yale Community Alliance for Research and Engagement (CARE), the Center of Excellence on Autism Spectrum Disorders (ASD), the Research Center on Values in Emerging Science and Technology (RCVEST), and Center for Educational and Assistive Technology (CEAT). The Women and Gender Studies Program, too, along with the History, Sociology, Education, and Social Work Departments – and more – consistently engage in targeted equity-focused research and education. **Over 30 faculty and staff are active in a Racial and Intersectional Justice Coalition**, which is

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working to hold Southern accountable to equity in student supports and faculty hiring. Additionally, Southern holds multiple organizational models of facilitating local, regional, and national level conferences through our Bioscience Career Forum, Bi-Annual Women's and Gender Studies Conference, and 2020 Coastal Transitions Conference. Collectively, the portfolio is large and capable.

Further strong evidence of Southern's **commitment to justice and social change is the recent hiring of VP of Diversity, Equity, and Inclusion; Dr. Diane Ariza**, whose role is to hold the university accountable to its equity, anti-racism, and anti-oppression commitments. With over 20 years of experience and expertise, Dr. Ariza brings to the university a level of administrative leadership and strategic planning in social justice which will ensure that the IJSC, which will report to her, is targeted and successful. Dr. Ariza led the creation and dissemination of *Advancing Southern Towards a Social Justice and Antiracist University: Strategic Priorities and Recommendations for 2020-2023*. This document provides a framework for planning and is included as Appendix C.

The Strategic Action Plan:

Readers are directed to Appendix A to review the Strategic Action Plan for the first four years of the IJSC's work. It provides a detailed accounting of the proposed Goals, Strategies, and Objectives within a cross-walked timeline of key activities and measures. Budget information is also provided. Note that the Goals and Objectives, as well as discussion of their value for advancing Southern's mission, are included in the following section.

GOALS AND OBJECTIVES

Directions: State the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and assert how the proposed entity would add value to the institution. If the goals and objective include affecting and/or actively involving the institution's students and/or some other audience, state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's Evaluation Plan.

As noted earlier, the IJSC's Mission aligns directly with, and will substantially advance, the BOR's Goal 5: Equity and all five of the BOR's "Encouraged Activities."

SCSU Mission: Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

Division of Diversity, Equity, and Inclusion Mission: At Southern, we are committed to identifying and addressing systemic barriers to equity, access, and success for all member of our community. We are also committed to constructive dialogues where we treat one another

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with dignity, respect, kindness, compassion and civility as we share varying perspectives, with the goal of creating a culture of inclusion and belonging.

IJSC Mission: The Institute for Justice and Social Change (IJSC) is an interdisciplinary hub for coalition-building and engaged action directed at dismantling systemic and structural barriers to equity.

IJSC Strategy: The IJSC advances SCSU's commitment to social justice, anti-oppression, and anti-racism through the four focus areas of education, research, activism, and partnerships within multiple areas of the institutional community and across organizations within the Greater New Haven community, the state of Connecticut, nationally, and internationally. In addition to achieving impact, ensuring the IJSC can, first, self-sustain and, then, generate revenue is an overarching strategy. See the Budget Narrative for details.

IJSC Goals and Objectives:

Goal 1) Build diverse coalitions & enroll/employ diverse students/faculty/staff

Strategy: Leverage SCSU's institutional capacity and stakeholder relationships to create an *IC Network* of diverse collaborators committed to inclusive equity and justice work.

Objective 1: In Year 1, identify and solicit at least 150 individuals and groups to form a *IJSC Collaborative Network (IC Network)* of Institute affiliates, members, partners, and sponsors whose agendas align with equity, justice, and community-oriented action. Secure commitment of at least 75 *IC Network* affiliates or members. Increase by 1% annually.

Objective 2: In Year 1, create a searchable database of *IC Network* collaborators and grow it by 40% annually.

Objective 3: Activate at least 30% of members the *IC Network* to organize or participate in IJSC networking, learning, research, grant seeking, and/or engaged action in Year 1. Grow this 20% annually.

Objective 4: Support SCSU student, faculty, and staff recruitment, retention, and promotion efforts by leveraging the *IC Network*.

Goal 2) Develop and facilitate a transformational equity-focused learning strategy

Strategy: With the Division for DEI and *IC Network Collaborators*, co-coordinate and facilitate the organization, development, and implementation of equity-focused courses, conferences, convenings, trainings, and other educational events.

Objective 1: Initiate and host at least 2 nation-wide (or state-wide) conferences or convenings on equity, justice, and social change for/with *IC Network Collaborators* annually.

Objective 2: Annually, host at least 4 public workshops, or other social justice and anti-racism educational and development opportunities facilitated by an *IC Network Collaborators*.

Objective 3: With *IC Network Collaborators*, develop fee-based consulting services and educational modules to build social justice and anti-racism capacity in communities,

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businesses, organizations, and institutions at SCSU, Greater New Haven and the State of Connecticut and beyond

Goal 3) Undertake anti-oppression research

Strategy: With *IC Network Collaborators*, facilitate community-focused and action-based interdisciplinary, interorganizational, and interinstitutional research partnerships and products.

Objective 1: Facilitate at least 2 robust partnerships among *IC Network Collaborators* and the SCSU academic community to conduct and disseminate equity-oriented research.

Group by at least 2 partnerships annually.

Objective 2: Fundraise for engaged *IC Network Collaborators*/SCSU faculty and student scholarship by identifying and pursuing at least 3 grant- or donor-originated funding opportunities annually.

Objective 3: Establish a *Journal of Collaboration for Equity, Justice, and Social Change* at SCSU, publish 2 issues annually and seek placement in major indexes in Year 2.

Goal 4) Create a transformational impact

Strategy: With *IC Network Collaborators*, in meaningful ways as defined by respective communities, and based on the transformational equity-focused partnerships, learning, and anti-oppressive research outlined in Goals 1-3; identify and challenge oppressive and exclusionary policies and practices; and disseminate activity widely.

Objective 1: Advocate for equitable, anti-racist, and anti-oppressive policies and practices through at least quarterly policy briefs, white papers, op-eds, literary works, performances, and/or artistic installments.

Objective 2: Design and facilitate a web-based portal to serve as a clearinghouse for information on SCSU, community, and *IC Network Collaborator* social justice events and materials in Year 1. Connect with news and other community organizations to increase dissemination reach in Years 2-4. Measure growth by 5% web visit increases

Objective 3: Cultivate an annual Activist-in-Residence program to model impactful equity- and justice-focused activism and engage *IC Network Collaborators* in productive social change activism.

Objective 4: Convene an internal Advisory Board and external Advisory Board for conceptual guidance and evaluative feedback. Conduct annual process and impact evaluations. Apply findings for continuous improvement.

The Relationship of IJSC's Goals and Objectives to Southern's Mission:

Southern's mission is to provide "exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good." The IJSC's goals and objectives directly relate to Southern's mission. They not only include research, education, and collaboration efforts that will support "exemplary graduate and undergraduate education in the liberal arts and professional disciplines," but also squarely contribute to Southern's commitments to "academic excellence,

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access, social justice, and service for the public good” through engaged and collaborative activism, as well.

Goal 1 connects to building a network of research, education, and activism collaborators; a tool for student recruitment, faculty hiring and retention of both; and an avenue for fundraising. In its focus on identifying and creating an engaged network of IJSC collaborators, Goal 1 also supports development of the *IC Network*. Goal 2 frames the commitment to create and implement a wide range of educational events for university and community members. Additionally, building fee-for-service consulting capacity provides financial and recognition return to the university along with opportunities for students, faculty, and other collaborators to gain or flex their experience. Goal 3 connects to our university mission of conducting, funding, and disseminating collaborative research. Finally, Goal 4 also adds value to Southern by elevating its mission in the areas of equity and inclusion. Goal 4 is intended to be action focused through identifying, curating, and disseminating partner and event information.

Ultimately, the goals are aimed to enhance the university’s social justice mission. Also, the active components of each goal will be variably impacted depending upon what collaborations are brokered and/or what activities are advanced. Each goal is intended to include and embrace the collaborative participation of partners of all tiers in all Goals.

ADMINISTRATION, FACULTY AND STAFF

Directions: Present: (1) the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.

The IJSC will be housed in SCSU’s Division of Diversity, Equity, and Inclusion and report to the Division’s Vice President, **Dr. Diane Ariza**. The Institute’s Co-Directors, **Dr. Sousan Arafeh** and **Mr. Kelvin Rutledge**, will hold collaborative responsibility for the strategic direction and oversight of the day-to-day operations of the Institute. The Co-Directors will build strategic collaborations with SCSU students, faculty, staff, and administrators; as well as individuals and organizations external to SCSU. The Co-Directors will represent the Institute internally and externally as primary contacts and coordinators of its events, programs, services, partnerships and activities.

Dr. Sousan Arafeh is an Associate Professor of Educational Leadership and Policy Studies and the Special Assistant to the Dean of Education. Active in diversity, equity, and inclusion initiatives since 1985, she served as the City of Seattle’s first Diversity Coordinator. Dr. Arafeh was the Deputy Director of the US Department of Education’s National Center for Technology Innovation, and SCSU’s first co-PI on its recent GEAR-UP grant. Dr. Arafeh has undertaken research, strategic planning, evaluation, and grant writing and reviewing for diverse government, business, non-profit, and philanthropic organizations including the U.S. Department of Education, the National Science Foundation, The College Board, Gates Ventures, and the Pew Research Centers.

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Mr. Kelvin Rutledge is SCSU's Director of Career & Professional Development. Kelvin brings a background of nine years of work focusing on external relations, community engagement, and strategic partnerships to achieve organizational outcomes. Additionally, Mr. Rutledge has substantial expertise and experience in facilitating training, development, and learning opportunities regarding equity, diversity, and inclusion.

Dr. Diane Ariza is Vice President for Diversity, Equity and Inclusion. Dr. Ariza brings more than two decades' experience of administrative leadership in social justice and a background of teaching and research in ethnic studies. Having worked at several large- and medium-sized institutions, Diane has in-depth knowledge of both academic and student affairs. She has worked with senior officers on campus-wide strategic plans focused on increasing and retaining the number of underrepresented students, faculty and staff through programming, mentorship, and the development of institutional policies. Dr. Ariza currently serves as an At-Large Board Member with the National Association for Chief Diversity Officers in Higher Education Conference.

Core Duties

The IJSC is intended to be a collaborative, co-constructed organization. Because of this, certain administrative functions may be facilitated by collaborating individuals or groups depending upon the project. The core administrative team will consist of the Co-Directors and one or more graduate assistants. This core team will be responsible for all strategic planning, administrative and reporting duties, partner outreach and onboarding, event organizing and communication, funding identification and acquisition, and communications and marketing. The Divisions of Diversity, Equity, and Inclusion will enact a stewardship role and support these activities and Southern's Sponsored Programs and Research (SPAR); Integrated Communications and Marketing (ICM); and Institutional Advancement groups will provide targeted in-kind support for research grant administration, communications and marketing, and fiscal funding and sponsor solicitation. All information and matters of a sensitive nature (e.g., information privacy, budget information) will be handled by the Co-Directors with appropriate vetted support.

Partnership Structure

The IJSC will have a tiered partnership structure to make it possible for the broadest number of partners to collaborate. There will be 5 tiers: Affiliate, Member, Partner, Sponsor, and Named Donor.

Partner Tier	Contribution
Affiliate	1) Agreement to provide contact information and be listed in the IC Network database 2) Free placement and notification of events in communications 3) Early notification of educational activities

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Member	1) + 2) +3) + 4) Annual dues +5) Preferred registration at educational events
Partner	1) + 2) + 3) +5) + 6) Negotiated Financial Contribution: Grant or funding collaboration
Sponsor	7) Primarily a funding role. Can elect 1) +2) +3) + 5)
Named Donor	8) High level funder receiving a naming opportunity for substantial fiscal support

BUDGET AND SUSTAINABILITY

Directions: Exhibit on Projected Budget form and explain below in narrative an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution. **NOTE:** Specify each itemized source of revenue in narrative.

The Institute will utilize a three-segment strategy for implementing and sustaining a financial strategy. First, funding allocated from the Division of Diversity, Equity, and Inclusion will be utilized to enhance the IJSC's organizational structure and foundation. Second, the Institute will utilize an aggressive strategy for securing grants through various foundations, agencies, and organizations who provide assistance with short-term and long-term Diversity, Equity, and Inclusion-focused projects. Third, the Institute will incorporate a year-round fundraising strategy in coordination with the Division of Institutional Advancement to build better connection for ongoing funding opportunities. Institutional members across multiple divisions have engaged in early prospecting conversations for this work; ultimately, funders are committed to engaging the center upon its official recognition and approval. This strategy allows for the institute to ensure multiple streams of income are identified, pursued, and can be sustained over time.

Within Year 1, \$59,000 will be the projected amount in revenue and \$57,000 will be the projected amount in expenditures. The Institute intends to start lean and build capacity to identify and solicit external funding over time. The IJSC will be supported initially by SCSU through limited funding for operations, in-kind contributions, and funds allocated from the Division of Diversity, Equity and Inclusion. To ensure SCSU is not compelled to contribute substantial finances to the IJSC beyond Year 2, funding opportunities will be sought through contacts made through initial convenings. Fiscal support will also develop through the *IJSC Collaborator Network (IC Network)* as fundraising will be done in partnership with *IC Network* collaborators and/or with their leads.

Within Year 2, \$217,000 will be the projected amount in revenue and \$107,000 will be the projected amount in expenditures. The Institute intends to build and extend its capacity to host convenings regarding specialized topics for academic enrichment and engagement as well

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continue convenings and trainings established in year one. Additionally, the institute will formally begin securing alumni support and grant opportunities to help establish and extend the work of the institute. The growth in expenditures will occur due to the expansion of the programmatic portfolio of the institute.

Within Year 3, \$1.723 million dollars will be the projected amount in revenue and \$124,000 will be the total amount in expenditures. During the 3rd year, the Institute will work collaboratively with the Division of Institutional Advancement to create a naming opportunity and strategic fundraising campaign to help sustain and continue the work of the Institute in addition to bringing to fruition earlier prospecting conversations from major gift donors. Additionally, the institute will seek to move forward with grantor support through alumni support, various agencies, and organizations as well generate revenue from convenings and trainings related to the institute's work. The anticipated expenditures expect to mimic year two as the same approach will be used for convenings, meetings, and administrative functions.

Within Year 4, \$1.723 million dollars will be the projected amount in revenue and \$124,000 will be the projected amount in expenditures. The Institute intends to extend its capacity to host convenings regarding specialized topics for academic enrichment and engagement as well continue convenings and trainings established in year one. Additionally, the institute will expand the grant opportunities to help continue the work of the institute. The anticipated expenditures expect to mimic year three as the same approach will be used for convenings, meetings, and administrative functions.

EVALUATION PLAN

Directions: Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.

The Institute's evaluation plan will consist of annual formative and summative evaluation activities focused on processes and impacts based on the Strategic Action Plan's goal and objective implementation.

An initial **logic model** to guide the evaluation is attached as an appendix (See Appendix B). This model reflects the Strategic Action Plan's **needs** and **goals** as well as the **inputs**, **outputs**, and **outcomes** anticipated in order to measure and realize the proposed goals and objectives.

Evaluation information will be gathered by an **Internal Evaluation Team (IET)** consisting of 4 volunteer members: 2 from the IJSC's Internal Advisory Board, 1 from the RIJG, one student, and one community partner member. Of these volunteers, at least two will have substantive evaluation experience. If the student does not already have evaluation experience, this will be an opportunity to acquire some. Micro-credential or independent study course credit may be possible. The External Advisory Board will conduct activities to provide further evaluative information.

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The IET will convene at the beginning of Year 1 and will initially consult with the IJSC Co-Directors, the VP for Diversity, Equity, and Inclusion, and any relevant active partners to get a sense of the organization and its Strategic Action Plan. The IET will then **draft a 4-year Evaluation Plan and timeline** (with some tentative elements for a 7-year plan) detailing when, how, and from whom data will be collected; what measures and indicators will be used to assess the objectives, how the data will be analyzed and communicated, and how it will inform the continuous improvement of the IJSC and its work. In a parallel process, the **External Advisory Board** will identify a process to provide arms-length assessment of the IJSC's progress and impacts, as well as a plan for incorporating such feedback. Their findings will be transmitted to the IET, who will incorporate them in the Annual Evaluation Report. The Division for DEI, with support from SCSU, will provide fiscal oversight. Note that the Evaluation Plan will reflect the need for an Interim Progress Report in Year 4 to the BOR, as well as a Continuation or Sunset Report in Year 7, the final year of an Institute's charter.

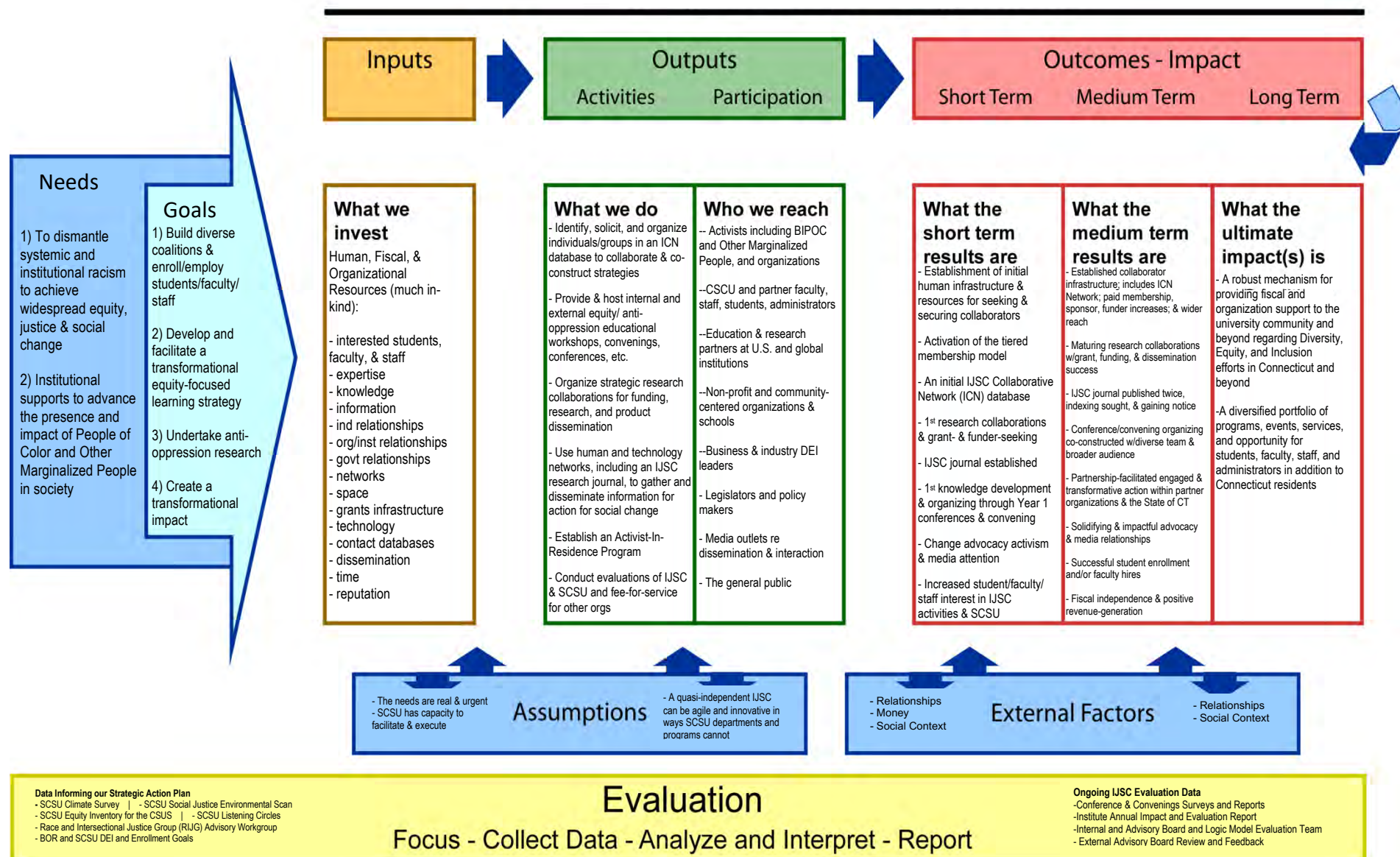
Both quantitative and qualitative evaluation data will be sought from the spectrum of IJSC stakeholders. SCSU and non-SCSU individuals and organizations collaborating on, or attending IJSC events; SCSU students, staff, faculty or non-SCSU entities connected with the IJSC as affiliates or members; SCSU, community, or institutional collaborators or organization leaders; individuals or organizations involved in the IC Network, research partnerships, or IJSC journal activities; sponsors and funders; and the IJSC staff and collaborators themselves will all be approached for evaluation purposes per the developed evaluation plan.

As noted, evaluation findings will be documented and transmitted in an Annual Evaluation Report that may suggest modifications to IJSC goals, objectives, measures, and indicators if warranted. The report will be transmitted to the VP of Diversity, Equity, and Inclusion and the IJSC's Co-Directors. The Co-Directors will be responsible for developing needed responses to the report and incorporating suggestions for improvement into the Strategic Action Plan and Evaluation Plan going forward.

Appendix A: Institute for Justice and Social Change (IJSC) Strategic Action Plan

GOALS SPREADSHEET TEMPLATE	2021	2021	2021	2021	2022	2022	2022	2022	2023	2023	2023	2023	2024	2024	2024	2024	BUDGET IMPACT
GOALS & ACTION STEPS	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
GOAL 1: Build diverse coalitions & enroll/employ diverse students/faculty/staff																	
Strategy: Leverage SCSU's institutional capacity and stakeholder relationships to create an IC Network of diverse collaborators committed to inclusive equity and justice work.																	
1.1 - In Year 1, identify and solicit at least 150 individuals and groups to form a IJSC Collaborative Network (IC Network) of Institute affiliates, members, partners, and sponsors whose agendas align with equity, justice, and community oriented action. Secure commitment of at least 75 IC Network affiliates or members. Increase by 10% Annually.		Seek 150 ICN Collaborators	Seek 150 ICN Collaborators	75 Firm Affiliates or Members		Increase by 15% (22) = 172 ICN Collaborators	Increase by 15% (22) = 172 ICN Collaborators	Increase by 15% (11) = 86 Firm		Increase by 15% (22) = 194 ICN Collaborators	Increase by 15% (22) = 194 ICN Collaborators	Increase by 15% (11) = 97 Firm		Increase by 15% (22) = 216 ICN Collaborators	Increase by 15% (22) = 216 ICN Collaborators	Increase by 15% (11) = 108 Firm	
1.2 - In Year 1, create a searchable database of IC Network collaborators and grow it by 40% annually.			DB Created	Increase DB by 40%				Increase DB by 40%				Increase DB by 40%				Increase DB by 40%	
1.3 - Activate at least 30% of members the IC Network to organize or participate in IJSC networking, learning, research, grant seeking, and/or engaged action in Year 1. Grow this 20% annually.		Activate 30% (22) of members to Partner	Activate 30% (22) of members to Partner	Activate 30% (22) of members to Partner				Increase Active Partnership 20% (26)				Increase Active Partnership 20% (29)				Increase Active Partnership 20% (30)	
1.4 - Support SCSU student, faculty, and staff recruitment, retention, and promotion efforts by leveraging the IC Network.		Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
GOAL 2: Develop and facilitate a transformational equity-focused learning strategy																	
Strategy: With the Division for DEI and IC Network Collaborators, co-ordinate and facilitate the organization, development, and implementation of equity-focused courses, conferences, convenings, trainings, and other educational events.																	
2.1 - Initiate and host at least 2 nation-wide (or state-wide) conferences or convenings on equity, justice, and social change for/with IC Network Collaborators annually.			Conference/Convening 1			Conference/Convening 1	Conference/Convening 2			Conference/Convening 1	Conference/Convening 2			Conference/Convening 1	Conference/Convening 2		
2.2 - Annually, host at least 4 public workshops, or other social justice and anti-racism educational and development opportunities facilitated by an IC Network Collaborators.			Education Event 1	Education Event 2	Education Event 1	Education Event 2	Education Event 3	Education Event 4	Education Event 1	Education Event 2	Education Event 3	Education Event 4	Education Event 1	Education Event 2	Education Event 3	Education Event 4	
2.3 - With IC Network Collaborators, develop fee-based consulting services and educational modules to build social justice and anti-racism capacity in communities, businesses, organizations, and institutions at SCSU, Greater New Haven and the State of Connecticut and beyond			1 Educational Module	1 Consulting Job	2 Consulting Jobs/2 Educational Modules	1 Consulting Job	1 Educational Module		4 Consulting Jobs/4 Educational Modules	1 Consulting Job	1 Educational Module		6 Consulting Jobs/6 Educational Modules	1 Consulting Job	1 Educational Module		
GOAL 3: Undertake anti-oppression research																	
Strategy: With IC Network Collaborators, facilitate community-focused and action-based interdisciplinary, interorganizational, and interinstitutional research partnerships and products.																	
3.1 - Facilitate at least 2 robust partnerships among IC Network Collaborators and the SCSU academic community to conduct and disseminate equity-oriented research. Grow by at least 2 partnerships annually.		2 Partnerships				4 Partnerships				6 Partnerships				8 Partnerships			
3.2 - Fundraise for engaged IC Network Collaborators/SCSU faculty and student scholarship by identifying and pursuing at least 3 grant- or donor-originated funding opportunities annually.		Grant/Donor	Donor	Grant/Donor	Grant	Grant/Donor	Donor	Grant/Donor	Grant	Grant/Donor	Donor	Grant/Donor	Grant	Grant/Donor	Donor	Grant/Donor	
3.3 - Establish a Semi-Annual Journal of Collaboration for Equity, Justice, and Social Change at SCSU, publish 2 issues annually and seek placement in major indexes in Year 2.			Establish Journal	Establish Journal	Prepare Issue 1	Publish Issue 1	Prepare Issue 2 & Seek Indexing	Publish Issue 2 & Seek Indexing	Prepare Issue 3	Publish Issue 3	Prepare Issue 4	Publish Issue 4	Prepare Issue 5	Publish Issue 5	Prepare Issue 6	Publish Issue 6	
GOAL 4: Create a transformational impact																	
Strategy: With IC Network Collaborators, in meaningful ways as defined by respective communities, and based on the transformational equity-focused partnerships, learning, and anti-oppressive research outlined in Goals 1-3; identify and challenge oppressive and exclusionary policies and practices; and disseminate activity widely. Interorganizational, and interinstitutional research partnerships and products.																	
4.1 - Advocate for equitable, anti-racist, and anti-oppressive policies and practices through at least quarterly policy briefs, white papers, op-eds, literary works, performances, and/or artistic installations.		Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	Impact Event	Impact Activity	
4.2 - Design and facilitate a web-based portal to serve as a clearinghouse for information on SCSU, community, and IC Network Collaborator social justice events and materials in Year 1. Connect with news and other community organizations to increase dissemination reach in Years 2-4. Measure growth by 5% web visit increases annually.		Design Information Web Portal	Begin Info Curation	Begin Info Curation	Establish news and community dissemination venues	Establish news and community dissemination venues		Website traffic increased by 15%				Website traffic increased by 15%				Website traffic increased by 15%	
4.3 - Cultivate an annual Activist-in-Residence program to model impactful equity and justice-focused activism and engage IC Network Collaborators in productive social change activism.				Activist #1 in Residence	Activist #2 in Residence			Activist #3 in Residence	Activist #4 in Residence			Activist #4 in Residence	Activist #6 in Residence			Activist #5 in Residence	
4.4 - Convene an Internal Advisory Board and external Advisory Board for conceptual guidance and evaluative feedback. Conduct annual process and impact evaluations. Apply findings for continuous improvement.		Internal Advisory Board	External Advisory Board	Annual Evaluation	Apply Findings/Continuous Improvement	Internal Advisory Board	External Advisory Board	Annual Evaluation	Apply Findings/Continuous Improvement	Internal Advisory Board	External Advisory Board	Annual Evaluation	Apply Findings/Continuous Improvement	Internal Advisory Board	External Advisory Board	4-Year Evaluation to BOR	
BUDGET Revenue																	\$3,722,000
BUDGET Expense																	\$412,000

Appendix B: Institute for Justice and Social Change (IJSC) Evaluation Logic Model





Advancing Southern Towards a Social Justice and Antiracist University

Priorities and Recommendations (2020-2023)

INTRODUCTION



At Southern, we are committed to identifying and addressing systemic barriers to equity, access, and success for all members of our community. We are also committed to constructive dialogues where we treat one another with dignity, respect, kindness, compassion, and civility as we share varying perspectives, with the goal of creating a culture of inclusion and belonging. By joining social justice and free speech with critical thinking in and out of the classroom, we prepare students to engage with societal issues on campus, as well as in our local communities, our nation, and world.

~ <https://socialjustice.SouthernCT.edu> ~

This commitment to diversity, equity, access, inclusion, and belonging informs our curriculum, teaching, learning, scholarship, creative activities, co-curricular activities, residential life, community involvement, and support of these endeavors by Southern community. This endeavor is essential in meeting the goal of preparing our students and ourselves for meaningful lives in a diverse, equitable, and inclusive global society.

The current unaddressed systemic racism as well as the current coronavirus pandemic and the ways in which communities of color in particular have been devastated and impacted, in my mind, urges all

- continued -

of us at Southern more than ever to be the best fighters in our work against systemic racism and other forms of inequities and oppression towards all communities.

The priorities and recommendations described in this document represent a brief analysis informed by my meetings with individual faculty, staff, and students beginning in June 2020; the findings from the 2017 Campus Climate Survey; and President Bertolino's 2017 *A Vision for Southern*.

In the coming months, and with support and collaboration from the President's Leadership Team (PLT), I will be working with members of the Southern community to develop a more robust strategic plan to take actions that advance SCSU to be the preeminent leader in Connecticut and nationally towards social justice, antiracism, and oppression of any kind, and inclusive excellence through institutional transformation.

Critical to its success is each understanding that a one-way approach will not help us advance this work. We must also allow space for open and honest conversations to the critique and approach to our work with a deep commitment to a spirit of collective liberation.

adrienne maree brown, author of *Emergent Strategies. Shaping Change, Changing Worlds* (2017) states that this collective liberation depends on being reflective of the following:

"We are socialized to see what is wrong, missing, off, to tear down the ideas of others and uplift our own. To a certain degree, our entire future may depend on learning to listen without assumptions or defenses." This revolutionary journey that we are about to embark upon relies on hope: a hope that adrienne maree brown argues is reliant on "aligning our behavior, our structure and our movements with our visions of justice and liberation, and give those of us co-creating the future more options for working with each other and embodying the thing we fight for — dignity, collective power, love generative conflict, and community" (p. 6).

We will not solve systemic racism and inequality overnight, and we have so much work ahead. But in a world where we often spend more time debating the nature of our problems than we do taking meaningful action, we must find ways to contribute however we can and to move forward as a community.

And last, clear and robust measures will be used to track diversity and inclusion efforts and outcomes, to avoid a tendency to revert to habitual and ingrained thinking and behavioral patterns limits the returns from an organization's investment.

Diane Ariza

Vice President for Diversity, Equity, and Inclusion

"I believe this is the only nobility to which we should aspire – that is, to be the best fighters against each other's oppression, and in doing so, build links of solidarity and trust that will forge an invincible movement against all forms of injustice and inequality" – Leslie Feinberg

Three Year Plan | 2020-2023

Phase I: Listen, Learn and Engage *July 2020-December 2020*

Phase II: Engage and Strategize *January 2021-December 2021*

Phase III: Systematize, Measure, Assess *January 2022-December 2023*

For this academic year, the VPDEI in collaboration with the Southern community will focus on the priorities and recommendations outlined below.

DECLARATION 1: Southern will work to increase the capacity to advance racial and social justice.

ACTION STEPS:

1. The VPDEI invites stakeholders to a one-on-one listening circle to take inventory and learn about challenges and strengths on how to advance the work.
2. The VPDEI, with support and collaboration from the Presidential Leadership Team (PLT), proposes to expand and support the division/department by:
 - i. allocating new resources (i.e., hiring of new positions)
 - ii. intentionally collaborating with existing programs (i.e., CARE, Barack Obama University School (New Haven/SCSU), Center for Autism)
 - iii. reallocating current resources from different divisions and offices

The additional resources will assist the VPDEI to create a more systematic, intentional, and coordinated effort to advance Southern to be the antiracist and social justice university it aspires to be. This effort does not preclude the VPDEI continuing to work with the PLT and Southern community to thread the diversity, equity, and inclusion efforts throughout campus.

3. The VPDEI will establish an Antiracist Student Advisory Group comprised of students from multicultural organizations, student government, and other student organizations to help inform, guide, and strategize how best to move forward and sustain antiracist and social justice work on campus.
4. The VPDEI will work with faculty, staff, and PLT to establish the Center for Justice and Social Change (SJSC) to serve as an interdisciplinary hub for coalition-building and engaged action directed at addressing/dismantling systemic and structural barriers to equity. This mission is advanced through the SJC's 4 pillars of educational programming and development opportunities, research, advocacy/activism, and partnerships with community and institutional stakeholders in Greater New Haven, the State of Connecticut, and beyond.
5. The VPDEI with assistance from the office of Diversity and Equity, the Ombuds, and Center for Justice and Social Change from Community Action, Research, and Education will develop workshops/training on antiracism and bias, using a restorative justice model, beyond the existing "Harassment and Discrimination" and "Managing Bias" online training.

- continued -

6. The VPDEI will oversee the Racial Intersectional Justice Group (RIJG) along with Academic and Student Affairs and identify best practices moving forward. This group will replace the President's Commission for Social Justice and oversee the diversity grants and recognition awards.
7. The VPDEI will collaborate with internal and external stakeholders to provide intentional antiracist leadership education to the senior leadership team, including deans and chairs.
8. The VPDEI will work with Integrated Communications and Marketing to develop a communication plan that best informs and threads DEI efforts to internal and external communities.
9. The VPDEI in collaboration and support with the PLT, RIJG, and other stakeholders will inventory policies and protocols already identified by stakeholders, and continue review process.
10. The VPDEI will create benchmarks for how the community will measure success.



DECLARATION 2: Southern will develop an institutional plan to create a more inclusive and diverse curriculum.

ACTION STEPS:

1. The VPDEI will begin conversations with the Provost, UCF, Faculty Senate, and other representatives in academic affairs and student affairs to develop a plan for how to advance and support a more inclusive and diverse curriculum and co-curriculum.
2. The VPDEI will work with current faculty, deans, and department chairs to develop more intentional educational training for inclusive teaching and advising strategies.
3. The VPDEI will create benchmarks for how the Southern community will measure success.

DECLARATION 3: Support and advance the facilities and clerical staff as part of the Southern community.

ACTION STEPS:

1. Based on the 2017 Campus Climate Survey findings, the VPDEI will work in support and collaboration with the PLT, division heads, and MRMC (SUOAF) to create an intentional strategy moving forward to address climate issues.
2. The VPDEI will meet HR, facilities, and clerical staff to identify priorities.
3. The VPDEI with collaboration and support from the PLT and other stakeholders will create benchmarks for how the Southern community will measure success.

- continued -



DECLARATION 4: Southern will increase student, faculty, and staff of color recruitment and retention efforts and programs.

ACTION STEPS:

1. The VPDEI with support and collaboration from the PLT and other designated offices will create benchmarks and metrics using an Equity Scorecard based on priorities.
<https://cue.usc.edu/tools/the-equity-scorecard/>
2. The VPDEI in collaboration with Southern community will identify best retention practices, including the creation of affinity groups similar to what already exists with the Alumni Office.
3. The VPDEI will work closely with the MRRC (AAUP) and MRMC (SUOAF) to establish priorities.
4. The VPDEI will work with deans/department chairs and search committees to identify priorities for how best to recruit and retain faculty of color.
5. The VPDEI will work with Enrollment Management, deans, and chairs to identify and prioritize opportunities to increase enrollment of students of color (i.e., nursing, math).
6. The VPDEI will identify with Student Affairs, Enrollment Management, Academic Affairs, and the School of Graduate and Professional Studies priorities for how to retain the most marginalized student populations (i.e., non-traditional, first generation, DACA, transfer).

DECLARATION 5: Thread Social Justice Antiracism/Oppression brand throughout the university.

ACTION STEPS:

1. The VPDEI will revisit with the PLT the short- and long-term goals identified in President Joe's *A Vision for Southern 2017* document identifying Southern to be classified as a Hispanic- and Minority-Serving Institution.
2. The VPDEI will work with PLT and revisit the definition for social justice and how it is threaded throughout the university in the curriculum, webpages, and mission statement.
3. The VPDEI will work with Integrated Communications and Marketing to develop a communication plan that best informs and threads DEI efforts throughout internal and external communities.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
Proposal to Establish a CSCU Center/Institute

Projected Budget
(whole dollars only)

Proposed Budget & Timeline

The following budget and revenue calculations are proposed for the Institute, which would be revisited upon the completion of the first 12-18 months of operation.

BUDGET (Year 1) 2021-2022	Quantity	Cost/Unit	Subtotals
Human Resources			
Faculty Co-Director Salary (Course Release Time and Associated Fringe Benefits)	1	\$21,500	\$21,500
Staff Co-Director Salary (Flat Hourly Rate)	1	\$14,000	\$14,000
Office Administration & Operations			
General Administrative Needs & Office Operations	1	\$1,000	\$1,000
Fellow Awards (Faculty, Staff, etc.)	5	500	\$2,500
Events and Programming			
Speakers and Events Support Fund for Campus	2	\$7,500	\$15,000
Logistics and Technology Setup for Convenings	1	\$2,500	\$2,500
System and Technology			
General Technology Hold	1	\$500	\$500
Grand Total (Year 1)			
BUDGET (Year 2) 2022-2023			
Human Resources			
Faculty Co-Director Salary (Course Release Time and Associated Fringe Benefits)	1	\$ 42,000	\$42,000
Staff Co-Director Salary (Flat Hourly Rate)	1	\$19,000	\$19,000
Graduate Assistant (Academic Year)	1	\$9,600	\$9,600
Office Administration & Operations			
General Administrative Needs & Office Operations	1	\$1,000	\$1,000
Fellow Awards (Faculty, Staff, etc.)	5	\$1,000	\$1,000

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Events and Programming			
Speakers and Events Support Fund for Convenings	3	\$10,000	\$30,000
Logistics and Technology Setup for Convenings	1	\$3,500	\$3,500
System and Technology			
General Technology Hold	1	\$900	\$900
Grand Total (Year 2)			\$107,000
BUDGET (Year 3) 2023-2024			
Faculty Co-Director Salary (Course Release Time and Associated Fringe Benefits)	1	\$ 42,000	\$42,000
Staff Co-Director Salary (Flat Hourly Rate)	1	\$19,000	\$19,000
Graduate Assistant (Academic Year)	1	\$9,600	\$9,600
Office Administration & Operations			
General Administrative Needs & Office Operations	1	\$1,000	\$1,000
Fellow Awards (Faculty, Staff, etc.)	5	\$1,000	\$1,000
Events and Programming			
Speakers and Events Support Fund for Convenings	3	\$15,000	\$45,000
Logistics and Technology Setup for Convenings	1	\$6,000	\$6,000
System and Technology			
General Technology Hold	1	\$900	\$900
Grand Total (Year 3)			\$124,500
BUDGET (Year 4) 2023-2024			
Faculty Co-Director Salary (Course Release Time and Associated Fringe Benefits)	1	\$ 42,000	\$42,000
Staff Co-Director Salary (Flat Hourly Rate)	1	\$19,000	\$19,000
Graduate Assistant (Academic Year)	1	\$9,600	\$9,600
Office Administration & Operations			
General Administrative Needs & Office Operations	1	\$1,000	\$1,000
Fellow Awards (Faculty, Staff, etc.)	5	\$1,000	\$1,000
Events and Programming			

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Speakers and Events Support Fund for Convenings	3	\$15,000	\$45,000
Logistics and Technology Setup for Convenings	1	\$6,000	\$6,000
System and Technology			
General Technology Hold	1	\$900	\$900
Grand Total (Year 4)			\$124,500
POTENTIAL GROSS REVENUE (4-year projection)	Quantity	Charge/Unit	Subtotals
Year 1 Potential Gross Revenue (Starts July 1, 2021)			
SCSU Funds from DEI	1	\$25,000	\$25,000
Local Grantor Support: 2021-2022	1	\$10,000	\$10,000
Conference: Fall 2022: TBD – Online	100	\$100	\$10,000
Workshop/Training: Summer 2022 – Online	40	\$100	\$4,000
Convening: Summer 2022: TBD – Online	100	\$100	\$10,000
Year 1 Revenue Total			\$59,000
Year 2 Potential Gross Revenue (Starts July 1, 2022)			
SCSU Funds from DEI	1	\$25,000	\$25,000
SCSU Funds from Alumni			\$50,000
National Grantor Support: 2022-2023	1	\$45,000	\$45,000
Conference Grant (Education): 2022-2023	1	\$25,000	\$25,000
Convening: Fall 2022: TBD – Online (on ground?)	40	\$150	\$6000
Conference: Spring 2023: TBD – Online (on ground?)	200	\$150	\$30,000
Workshop/Training: Summer 2023 – Online	40	\$150	\$6000
Convening: Summer 2023: TBD – Online (on ground?)	200	\$150	\$30,000
Year 2 Total			\$217,000
Year 3 Potential Gross Revenue (Starts July 1, 2023)			
SCSU Funds from DEI	1		\$25,000
SCSU Funds from Alumni	1		\$50,000
National Grantor Support: 2023-2024	1		\$1,500,000

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Named Local Grantor Support: 2023-2024	1	\$45,000	\$45,000
Conference Grant (Education): 2023-2024	1	\$25,000	\$25,000
Convening: Fall 2023: TBD – Online (on ground?)	40	\$150	\$6000
Conference: Spring 2024: TBD – Online (on ground?)	200	\$150	\$30,000
Workshop/Training: Summer 2024 – Online (on ground?)	40	\$300	\$12,000
Convening: Summer 2024: TBD – Online (on ground?)	200	\$150	\$30,000
Year 3 Revenue Total			\$1,723,000
Year 4 Potential Gross Revenue (Starts July 1, 2024)			
SCSU Funds from DEI	1	\$25,000	\$25,000
SCSU Funds from Alumni			\$50,000
National Grantor Support: 2023-2024			\$1,500,000
Local Grantor Support: 2023-2024	1	\$45,000	\$45,000
Conference Grant (Education): 2023-2024	1	\$25,000	\$25,000
Convening: Fall 2022: TBD – Online (on ground?)	40	\$150	\$6000
Conference: Spring 2023: TBD – Online (on ground?)	200	\$150	\$30,000
Workshop/Training: Summer 2023 – Online	40	\$150	\$6000
Convening: Summer 2023: TBD – Online (on ground?)	200	\$150	\$30,000
Year 4 Revenue Total			\$1,723,000
Grand Revenue Total Years 1-4			\$3,722,000

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^{xx} Note that Digital Measures only reports on research and publication activity that has been entered into the system by faculty members. Not all faculty members complete the Digital Measures forms annually; thus, it is likely that not all equity-focused research is represented

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Programming Approval Policy

June 24, 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 February 18, 2021. Three revisions have been made to the policy:

1. The section “New CSCU Center or Institute” was changed to remove the requirements of a Concept Paper and action by the Academic Council. Proposals to establish a CSCU Center / Institute will be submitted to the CSCU Provost who, upon approval, will move such proposals directly to the Academic and Student Affairs Committee to the Board of Regents for action. Proposals must be submitted at least 21 days prior to the ASA meeting in order to allow sufficient time for review..
2. The section “Application for New Program Approval” was supplemented to include Application for Reinstatement of a Discontinued or Suspended Program in order to clarify that the process for both applications is the same, with the exception of an optional Concept Paper for new programs.
3. Below threshold criteria were modified to include undergraduate certificates or programs of “30 credit hours or fewer which fall within an approved program” in order to be consistent with established practice.

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.

06/11/2021 – BOR Academic & Student Affairs Committee
06/24/2021 – 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 this **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
- Reinstatement of a Discontinued or Suspended 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 application 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 / Reinstatement of a Discontinued or Suspended Program

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 for New Academic Program** to Academic Council (AC) in order to solicit early feedback for a program proposal. If the institution chooses to submit a *Concept Paper*, it should be 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 CSUC 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 it is advisable that a full proposal be developed and what clarifications and/or improvements are suggested, if any. No action vote is taken by the AC.

B. Application for New Program Approval / Reinstatement of a Discontinued or Suspended Program

1. Per the institution's established procedures and incorporating the AC's feedback to the *Concept Paper* if one has been submitted,¹ the *Application* form for **New Program Approval** or the *Application* form for **Reinstatement of a Discontinued or Suspended Program** 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.

¹ The option of a concept paper applies only to new academic program proposals and not to Reinstatement of a Discontinued or Suspended Program

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 action vote to:
 - a. reject the application, or
 - b. ask for specified clarifications and/or improvements to be made in the *Application* and its re-submission to the AC, or
 - c. ask for specified clarifications and/or improvements to be made in the *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 as well as 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-bearing²). All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR for a period of seven semesters beginning with its initiation.

C. Application for Continued Licensure and Accreditation

1. If the institution elects, after the census date of the program's seventh semester, per the institution's established procedures, the *Application* form for **Continued Licensure and Accreditation** is completed and approved internally. With the endorsement of the CAO, the *Application* is submitted by initiator or CAO to the Office of the Provost.
2. After verifying the *Application* is in order, the Academic Affairs staff arranges for the *Application* to be placed on the agenda and within the agenda package for the next meeting of the AC, for its consideration.
3. The *Application* is presented to the AC at its meeting by the CAO and/or initiator(s) and the AC responds with questions and its feedback having read the *Application* prior to the meeting. After the deliberations, the AC takes an action vote.

² Establishment or modification of undergraduate certificates of 15 or fewer credit hours, or graduate certificates of 12 or fewer semester hours are considered "Below Threshold" items and do not require AC or ASA action. See below for additional threshold guidelines and procedures.

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 as well as 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. Application for Replication of a College of Technology Program

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. A **Proposal to Establish a CSCU Center/Institute** 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 at least 21 days prior to the ASA meeting at which it will be considered.
2. After the system Provost verifies that the *Proposal* is in order, 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 recommendation of the System Provost and a Board Resolution.
3. 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 request that specified clarifications and/or improvements 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 action vote.
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 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 action vote.
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 to approve the discontinuation or suspension of an existing program. An affirmative vote generally triggers the program's Staff Report and Board Resolution being placed 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) an undergraduate certificate or program of 30 credit hours or fewer which falls within an approved program,
 - c) establishment or modification of undergraduate certificates of 15 or fewer credit hours, or graduate certificates of 12 or fewer semester hours,
 - d) modification of 15 or fewer credits in undergraduate programs or of 12 or fewer credits in graduate programs,
 - e) establishment or modification of non-credit-bearing certificates, and
 - f) 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.

BOR: June 24, 2021 (pending BOR approval)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) (CIP Code: 13.0401 (Ed.D.) and 13.0499 (Certification) / OHE# 012105 (Ed.D.) and OHE# 014567 (Certificate)), specifically a change in modality from hybrid to online modality – leading to a Doctorate of Education and Advanced Certification at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092), specifically a change in modality from hybrid to online modality – leading to a Doctorate of Education and Advanced Certification at Western Connecticut State University.

BACKGROUND

Recent events have radically changed how we work and learn. In response to this changing landscape, WCSU is proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.

Fiscal Impact:

None.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – 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: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: April 20, 2021	
Name of Program: EdD in Instructional Leadership and Certification for Intermediate Administration and Supervision (Endorsement #092).		
Type of Credential: Doctor of Education and Advanced Certification #092 Ed.D: CIP Code 13.0401 Title: Instructional Leadership OHE# 12105 Adv. Cert: CIP Code 13.0499 Title: Educational Admin & Supervision, Other OHE# 14567		
ORIGINAL: Modality of Program - X On ground		
MODIFIED: Modality of Program - X Online When approved by NECHE, we will no longer offer the on-ground option.		
Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i> <p>Recent events have radically changed how we work and learn. In response to this changing landscape, we are proposing to change the modality of the program to be an online degree granting program. This change would increase the diversity of the candidate pool beyond the saturated market of Western Connecticut to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula, instructional strategies, and research projects are discussed from across the nation.</p> <p>Embedded in this program is the opportunity to earn Certification for Intermediate Administration and Supervision (Endorsement #092). This is a collaborative effort between Western Connecticut State University (WCSU) and Central Connecticut State University (CCSU). As such, the credits delivered by CCSU faculty are not viewed as transferred credits but as credits earned as part of a joint CSUS program" (Western Connecticut State University, Application For Accreditation of a Program of Higher Learning within an Accredited Connecticut Institution of Higher Learning, Doctor of Education in Instructional Leadership, October 2007, p. 41). Of the 24 credits in the entire 092 program (8 courses in total), 18 credits (6 courses) are provided by WCSU and 2 courses (6 credits) are delivered by CCSU faculty members. The CCSU courses are already offered online so will easily fold into this modality revision.</p>		
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.) None. This has the potential to increase cost effectiveness by recruiting from a broader region.		
Institutional Contact for this Request: Marcia Delcourt	Title: Professor	Tel.: 203-837-9121 e-mail: delcourtm@wcsu.edu
Institution's Unit Offering the Program: School of Professional Studies, Midtown Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Health Administration (CIP Code: 51.0701 / OHE# 001896), specifically a change in modality from hybrid to online modality – leading to a Master of Health Administration at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Health Administration, specifically a change in modality from hybrid to online modality – leading to a Master of Health Administration at Western Connecticut State University.

BACKGROUND

The MHA began as a traditional on-ground program. However, WCSU has offered about 50% of the courses online for the last few years to support working students and in the past year the program has been 100% online in response to the Pandemic. Permanently modifying the instructional modality of the MHA program to online only will provide the following advantages:

1. Access. Students in the program, healthcare workers, are mostly shift-workers. These students need the flexibility of online options. The online modality will make it easier for them to enroll and have a more productive learning experience. In addition, adult learners have difficulty managing their work and family obligations while attending university. This option is meant to meet their needs.
2. Reach. With the online modality, the program will reach potential students in the whole state of CT, northeast, and the globe.
3. Pandemic-proof. With online modality, program enrollment and operations will be immune to current or future pandemics that uniquely impact healthcare workers, this program's potential students.

Fiscal Impact:

WCSU does not anticipate that there will be a need for any new faculty or resources for this program at this time. WCSU has offered online sections of core courses as part of regular scheduling practices. Switching to an online modality is likely to increase enrollment, but presently WCSU has additional capacity. If the change attracts new students in sufficient numbers to warrant it, WCSU will consider hiring additional 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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – 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: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 4/24/2021	
Name of Program: Health Administration		
Type of Credential (<i>e.g. Associate Degree, Grad Certificate</i>): Master of Health Administration		
CIP Code Number: 510701	Title of CIP Code: Health Administration	OHE# OHE#: 01896
ORIGINAL: Modality of Program - On ground Online X Combined If "Combined", % of fully online courses? 33%		
MODIFIED: Modality of Program - On ground X Online Combined If "Combined", % of fully online courses?		
Explanation / Justification: (<i>Provide a concise rationale for the change request.</i>) The MHA began as a traditional on-ground program. However, we have offered about 50% of our courses online for the last few years to support our working students and in the past year have been 100% online in response to the Pandemic. Permanently modifying the instructional modality of the MHA program to online only will provide the following advantages: <ol style="list-style-type: none"> 1. Access. Our students, healthcare workers, are mostly shift-workers. We are finding that these students need the flexibility of online options. The online modality will make it easier for them to enroll and have a more productive learning experience. In addition, our adult learners have difficulty managing their work and family obligations while attending university. This option is meant to meet their needs. 2. Reach. With the online modality, the program will reach potential students in the whole state of CT, northeast, and the globe. 3. Pandemic-proof. With online modality, program enrollment and operations will be immune to current or future pandemics that uniquely impact healthcare workers, this program's potential students. 		
Fiscal Impact: (<i>Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.</i>) We do not anticipate that there will be a need for any new faculty or resources for this program at this time. We have offered online sections of our core courses as part of our regular scheduling practices. Switching to an online modality is likely to increase enrollment, but presently we have additional capacity. If we find that the change attracts new students in sufficient numbers to warrant it, we will consider hiring additional faculty.		
Institutional Contact for this Request: Dr. Yaseen Hayajneh	Title: Coordinator, Master of Health Administration, Associate Professor of Management Tel.: 203-837- 8183 e-mail: hayajneh@wcsu.edu	
Institution's Unit (<i>e.g. Ansell School of Business, WCSU</i>) and Location Offering the Program: WCSU, Westside Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – RN to BS Nursing (CIP Code: 51.3801 / OHE# 000188), specifically a change in modality from hybrid to online modality – leading to a Bachelor of Science in Nursing at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – RN to BS Nursing, specifically a change in modality from hybrid to online modality – leading to a Bachelor of Science in Nursing at Western Connecticut State University.

BACKGROUND

The student population of the RN to BS program prefers the online format. The schedules of working nurses make it difficult to attend in person classes. Over the last 4 years, courses have been changing to the online format one by one. Although most students enter the RN to BSN with their general education complete, if someone has a gap, WCSU has a rotation of general education available online as well. This change has been very successful, and the department is requesting a modification in instructional delivery.

Fiscal Impact:

There is no fiscal impact for this modification.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – 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: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: April 27, 2021	
Name of Program: RN to BS Nursing (Degree Completion Program) Type of Credential (e.g. Associate Degree, Grad Certificate) Bachelor of Science CIP Code Number 51.3801 Title of CIP Code Nursing/Registered Nursing OHE# 00188		
ORIGINAL: Modality of Program - X On ground		
MODIFIED: Modality of Program - X Online		
This program is in addition to our traditional four-year BS in Nursing.		
Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i> The student population of the RN to BS program prefers the online format. The schedules of working nurses make it difficult to attend in person classes. Over the last 4 years, courses have been changing to the online format one by one. Although must students enter the RN to BSN with their gen-ed complete, if someone has a gap, WCSU has a rotation of general education available online as well. This change has been very successful, and the department is requesting a modification in instructional delivery.		
Fiscal Impact: There is no additional cost to offer this program. We will continue to offer the same courses in an online format. If anything, this will strengthen enrollments and improve our financial position.		
Institutional Contact for this Request: Dr. Joan Palladino	Title: Interim Dean SPS	Tel.: (203) 837-9500 e-mail: palladinoj@wcsu.edu
Institution's Unit Offering the Program: School of Professional Studies		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Medical Coding Certificate (CIP Code: 51.0713 / OHE# 018193), specifically significant modification of courses and course substitutions – leading to a C2 Certificate at Charter Oak State College.

A True Copy:

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

ITEM

Modification of a program – Medical Coding Certificate, specifically significant modification of courses and course substitutions – leading to a C2 Certificate at Charter Oak State College.

BACKGROUND

As this program continues to grow, the College has determined that external accreditation of the program is appropriate and necessary to ensure that the program is able to compete successfully in the marketplace. Accreditation of this program also meets the College's strategic goal to seek national accreditation whenever possible. The College received approval to start offering the program for financial aid in Spring 2021; therefore, it is expected that there will be quick growth from this point on. Students were not applying because they could not receive financial aid. After reviewing the full PCAP (Professional Certificate Approval Program) Manual for Coding Certificate Programs, the conclusion is that the program is lacking advanced curriculum. A comparison of the certificate with the PCAP content criteria shows that we are deficient in three areas. The modification request is that three courses be added so that accreditation can be sought.

Fiscal Impact:

Teaching Faculty: \$345.15 per seat, students projected to take 12 credits per year on average
Development Faculty: \$9,873 courses @ \$3,291 per course (\$2,194 base plus 50% fringe at \$1,097)

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.

06/11/2021 – BOR -Academic and Student Affairs Committee
06/24/2021 – 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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 4/20/2021
Most Recent NECHE Institutional Accreditation Action and Date: 2016 10-year review. Reaccredited	
Original Program Characteristics CIP Code No. 51.0713 Title of CIP Code Medical Insurance Specialist/Coder Name of Program: Medical Coding Certificate Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) C2 Date Program was Initiated: Fall 2016 OHE#:18193 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 21</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
Type of Program Modification Approval Being Sought (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title * 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: Medical Coding Certificate Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) C3 Program Initiation Date: 8/23/2021 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 30 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
Total Number of courses and course credits to be modified by this application: 3 new courses, 9 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: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAHIIM accreditation is planned, in 2022. If program prepares graduates eligibility to state/professional license, please identify: This program prepares students for several options of professional licensure including: CPC-A (Certified Professional Coder - Apprentice), CCA (Certified Coding Associate); CPC (after 2 years of experience); CCS – Certified Coding 	

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**

Specialist (after 2 years of experience). This will not change with the modification. The students will just be better prepared.

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

Institutional Contact for this Proposal: **Cindy Edgerton**

Title: **Program Director, Health Information**

Management Tel.: **218-382-0087** e-mail: **cedgerton@charteroak.edu**

Institution's Unit **Department of Health Science and Technology** and Location *(e.g. main campus)* Offering the Program: **Main Office**

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

As this program continues to grow, the College has determined that external accreditation of the program is appropriate and necessary to ensure that the program is able to compete successfully in the marketplace. Accreditation of this program also meets the College's strategic goal to seek national accreditation whenever possible. The College received approval to start offering the program for financial aid in Spring 2021; therefore, it is expected that there will be quick growth from this point on. Students were not applying because they could not receive financial aid.

After reviewing the full PCAP (Professional Certificate Approval Program) Manual for Coding Certificate Programs, the conclusion is that the program is lacking advanced curriculum. A comparison of the certificate with the PCAP content criteria shows that we are deficient in three areas. The modification request is that three courses be added so that accreditation can be sought.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* **The Bureau of Labor Statistics job outlook projects employment for health information technicians (which includes Medical Coders) and managers to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. In addition, it also predicts the addition of over 29,000 jobs in the same time period. Due to a monumental change in coding system on October 1, 2015, medical coders with knowledge of ICD-10-CM and ICD-10-PCS coding systems are in high demand. CT employers are looking for medical coders with formal education and a credential in medical coding. The COSC Health Information Management Advisory Committee has 6 CT health information executives who have all advised that medical coders are needed in CT hospitals and clinics. They indicate that credentialed coders are especially in demand and they find it difficult to find qualified medical coders to hire.**
- 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 current coding certificate builds on the strength of the Health Information Management major, as does this modification. This certificate includes 7 existing courses and the development of three new courses. The program also builds upon the strength of Charter Oak in that it is online and caters to working adults who desire a college level certificate that could provide them with new and better employment opportunities.**

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

- 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)* **COSC already has transfer agreements in place with CT community colleges as well as community colleges in other states. The courses included in this certificate are included in existing transfer agreements.**
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided **The modification of this program makes for a more robust program and makes it very similar to the program at Middlesex Community College. Both Charter Oak and Middlesex have had the medical coding programs for several years and duplication has not been an issue. Charter Oak caters more to working adults while Middlesex focuses more on high school graduates. Medical Coding Certificates are also currently offered at Asnuntuk Community College, Naugatuk Community College, and Quinebaug Valley Community College. The difference in the coding certificate programs at those colleges is that Charter Oak is fully online, and the other community colleges are not teaching all of the coding systems, and their programs would not meet the standards of PCAP approval. The online coding certificate program at Charter Oak is attractive not only to CT residents, but to any potential student, regardless of location.**

Please provide a description/analysis of employment prospects for graduates of this proposed program **In 2019, there were 341,600 medical coding jobs. A search of the American Health Information Management Associations (AHIMA) Career Assist job board resulted in 239 related job postings nationwide. Narrowing the search to CT resulted in 53 job postings. Some of these included virtual coding jobs where place of residence does not matter. Home office coding opportunities is a big trend and hospitals commonly have their coders working from home.**

A similar search on Indeed returned over 60 job listings for medical coders or medical billers in CT. This is a high number of openings for a small state, and one that has a small number of options for medical coding education.

This certificate assists with CT workforce needs by educating and preparing future medical coders in a market where there is a shortage of coding professionals.

Common job titles are Medical Coder, Medical Biller, Medical Coding Auditor, Medical Insurance Specialist, and Coding Supervisor.

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

HCA 105 Medical Terminology	HCA105 Medical Terminology
HIM 115 Principles of Health Information Management	HIM 115Principles of Health Information Management
BIO 212 Anatomy and Physiology	BIO 212 Anatomy and Physiology
BIO 215 Pathophysiology	BIO 215 Pathophysiology
HIM 210 Clinical Classification Systems	HIM 210 Clinical Classification Systems I

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

HIM 211 Clinical Classification Systems II HIM 205 Reimbursement Methodologies	HIM 211 Clinical Classification Systems II HIM 205 Reimbursement Methodologies HIM 3XX Advanced ICD-10 Coding HIM 3XX Advanced CPT Coding HIM 4XX Medical Coding Practicum
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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 changes necessary will be the three new course developments and the addition of an adjunct instructor who is a medical coding expert. There is one coding instructor at Charter Oak but she will not be able to teach the new courses in addition to the two she already teaches. The Instructional Design team will support the build of the new courses. Nothing will change with admission requirements.

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

The AHIMA Virtual Lab coding resources will be used in the new courses, but this is a resource subscribed to by the students through the bookstore. Nothing new will need to be added for these modifications.

Other Considerations

This certificate program is a ladder to the Health Information Management program. The three new classes can be used by BS Health Information Management students as free electives.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	0	5	0	2	1	10
Returning Students	0	6	1	11	0	9
ACTUAL Headcount Enrollment	0	11	1	13	1	19
Fall FTE accounted for by Program Majors	3.7		5.3		7.3	
Size of Credentialed Group(s) for Given Year	FY18 = 8		FY19 = 10		FY20 = 10	

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		
HCA 105 Medical Terminology			3			
HIM 115 Principles of Health Information Mgmt			3			
BIO 212 Anatomy and Physiology			3			

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

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

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

BIO 215 Pathophysiology		3		
HIM 210 Clinical Classification Systems I		3		
HIM 211 Clinical Classification Systems II		3		
HIM 205 Reimbursement Methodologies		3		
HIM 3XX Advanced ICD-10 Coding		3		
HIM 3XX Advanced CPT Coding		3		
HIM 4XX Medical Coding Practicum		3		
Core Course Prerequisites			Elective Courses in the Field	
Total Other Credits Required to Issue Modified Credential				

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

1. Manage and collect patient health information
2. Code diagnoses and procedures for reimbursement and billing
3. Utilize medical coding software
4. Analyze patient health records for documentation that meets accepted coding guidelines
5. Query physicians for documentation clarification and interpretation
6. Identify ethical, legal, and compliance issues as they relate to coding and reimbursement.
7. Interpret medical documentation in relations to anatomy, physiology, pathophysiology, and pharmacology.

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:

Teaching Faculty: \$345.15 per seat, students projected to take 12 credits per year on average

Development Faculty: \$9,873 courses @ \$3,291 per course (\$2,194 base plus 50% fringe at \$1,097)

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

Fall enrollments: Fall 2021 - 10

Fall 2022 - 15

Fall 2023 - 20

(Whole Dollars Only)

PROJECTED Program Revenue	Fall 20__	Fall 20__	Fall 20__
Tuition (do not include internal transfers)	\$38,280	\$57,420	\$76,560
Program-Specific Fees	0	0	0
Other Revenue (Annotate in narrative)	0	0	0
Total Estimated Program Revenue	\$ 38,280 -	\$ 57,420 -	\$ 76,560 -

PROJECTED Program Expenditures*	Fall 2021	Fall 2022	Fall 2023
Administration (Chair or Coordinator)	0	0	0
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	\$23,679	\$20,709	\$27,612
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	\$ - 23,679	\$ - 20,709	\$ - 27,612

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

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Industrial Technology (CIP Code: 15.0612 / OHE# 000071), specifically a name change and minor curricular modifications – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Industrial Technology, specifically a name change and minor curricular modifications – leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

The current Industrial Technology BS has five concentrations: Environmental and Occupational Safety; Graphics Technology; Manufacturing; Networking Technology; and Technology Management. The first four concentrations have effectively become standalone degree programs or have been absorbed in other existing degree programs. All current enrollments are within the Technology Management concentration. The Industrial Technology BS has naturally evolved into a Technology Management program by demand and is supported by the department's Industry Advisory Board. The proposed change will finalize that evolution and allow the program to better meet student needs.

Fiscal Impact:

Given current enrollments, curricular changes would necessitate one section of TM 366 and an additional section of ENGR 290 being offered approximately once every three semesters. (STAT 200 currently has capacity to accommodate the change.) Replacement cost for a full-time faculty member teaching TM 366 would be \$7,424 ($\$1,833 * 3 \text{ credits} + 35\% \text{ fringe}$). ENGR 290 is typically taught by adjuncts and would cost \$9,898 ($\$1,833 * 4 \text{ credits} + 35\% \text{ fringe}$). Expected annual cost would be approximately \$11,548.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – Board of Regents

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

NAME CHANGE REQUEST	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Characteristics of Current Academic Program Name of Program: Industrial Technology Type of Offering (<i>e.g. Grad Certificate, Minor, Option</i>) BS 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 Program # Credits in General Education: 45-49 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 39 # Credits of Electives: 9 # Cr Special Requirements (<i>e.g. internship</i>): 0 Total # Cr the Institution Requires to Award the Credential 120
CIP Code No. 150612 Title of CIP Code Industrial Technology/Technician	OHE# 00071
Institution's Unit (<i>e.g. School of Business</i>) School of Engineering, Science & Technology and Location (<i>e.g. main campus</i>) offering the Program: Main Campus	
Proposed New Name of Program: Technology Management BS	
Proposed Date Name Change Becomes Effective: June 24, 2021	
Explanation / Justification (<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.</i>) <p>The current Industrial Technology BS has five concentrations: Environmental and Occupational Safety; Graphics Technology; Manufacturing; Networking Technology; and Technology Management. The first four concentrations have effectively become standalone degree programs or have been absorbed in other existing degree programs. All current enrollments are within the Technology Management concentration.</p> <p>The Industrial Technology BS has naturally evolved into a Technology Management program by demand and is supported by the department's Industry Advisory Board. The proposed change will finalize that evolution and allow the program to better meet student needs. This change aligns with CCSU's strategic plan, specifically Goal 1 (Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy), Objective 1 (Offer degrees, certificates, and experiences designed for today and tomorrow).</p> <p>When the name change takes effect, continuing students will have the option to retain "Industrial Technology" on their diploma and transcript should they wish to do so.</p>	
Programmatic Changes (<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>) <p>Programmatic changes include:</p> <ul style="list-style-type: none"> Reducing the number of core credits from 24 to 21 by removing WRT 403 (Technical Writing) from the core and instead requiring ENGR 290 (Engineering Technical Writing and Presentation) within General Education. Increasing the number of free electives to 12 credits. Replacing MKT 295 (Fundamentals of Marketing) with TM 366 (Supply Chain and Purchasing Strategies) within the core requirements. Requiring STAT 200 (Business Statistics) in Skill Area 2 of General Education (instead of a choice between STAT 104, STAT 200, and STAT 215). 	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM

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

Given current enrollments, these changes would necessitate one section of TM 366 and additional section of ENGR 290 being offered approximately once every three semesters. (STAT 200 currently has capacity to accommodate the change.) Replacement cost for a full-time faculty member teaching TM 366 would be \$7,424 (\$1,833 * 3 credits + 35% fringe). ENGR 290 is typically taught by adjuncts and would cost \$9,898 (\$1,833 * 4 credits + 35% fringe). Expected annual cost would be approximately \$11,548.

Institutional Contact for this Proposal: Daniel Kirby

Title: Associate Professor

Tel.: 860-832-1691

e-mail: kirbyerd@ccsu.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Early Childhood Education (CIP Code: 13.1209 / OHE # 000053) leading to a Master of Science at Central Connecticut State University until no later than 2024.

A True Copy:

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

ITEM

Suspension of a program in Early Childhood Education leading to a Master of Science at Central Connecticut State University until no later than 2024.

BACKGROUND

The program has been experiencing declining enrollments and has not enrolled students since Fall 2018. The department is currently in the process of revamping our program offerings in Early Childhood. Our efforts began with reintroducing an undergraduate program in Early Childhood and Infant/Toddler Mental Health; the program began with 11 students enrolled in its first year (2018) and has grown to 58 (Fall 2020). The department is actively revamping the graduate-level program to include certification.

There are no students currently enrolled in the program and no cost for this suspension.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Program: Early Childhood Education CIP: 131209 OHE#: 00053 BOR Accreditation Date: 01/01/1976 Date Program will be reinstated or deleted (one, two, or three years maximum): 2024 or sooner	
Program Characteristics Name of Program: Early Childhood Education Degree: Title of Award (e.g. Master of Arts) MS Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Modality of Program: X On ground Online Combined Locality of Program: X On Campus Off Campus Both	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Education and Professional Studies, Main Campus	
Institutional Contact for this Proposal: James Mulrooney	Title: Associate Dean Tel.: 860-832-2112 e-mail: mulrooneyj@ccsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

The program has been experiencing declining enrollments and has not enrolled students since Fall 2018. The department is currently in the process of revamping our program offerings in Early Childhood. Our efforts began with reintroducing an undergraduate program in Early Childhood and Infant/Toddler Mental Health; the program began with 11 students enrolled in its first year (2018) and has grown to 58 (Fall 2020). The department is actively revamping the graduate-level program to include certification.

Phase Out/Teach Out Strategy

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

There are no students currently enrolled in the program.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:
 None.

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

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding 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 suspension, (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?

As program enrollment declined, discussions about suspending the program occurred, but formal suspension was not processed because of changes in leadership. We have developed better internal tracking mechanisms to ensure that CCSU meets its reporting obligations regardless of leadership transitions.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Elementary Education (CIP Code: 13.1202 / OHE # 000051) leading to a Master of Science at Central Connecticut State University until no later than 2024.

A True Copy:

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

ITEM

Suspension of a program in Elementary Education leading to a Master of Science at Central Connecticut State University until no later than 2024.

BACKGROUND

The program had been experiencing declining enrollments and has not enrolled students since Fall 2019. The department is currently exploring restructuring this program. Several changes were required for state licensure for Elementary Education programs. The department has addressed these requirements in their undergraduate offerings. The department is now considering models for an MS in Elementary Education that would be desirable and attractive to educators seeking to expand their education. The redesign is expected to be implemented no later than Fall 2024.

There are no students currently enrolled in the program and no cost for this suspension.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee

06/24/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021	
Program: Elementary Education CIP: 131202 OHE#: 00051 BOR Accreditation Date: 01/01/1976 Date Program will be reinstated or deleted (one, two, or three years maximum): 2024 or sooner		
Program Characteristics Name of Program: Elementary Education Degree: Title of Award (e.g. Master of Arts) MS Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Modality of Program: X On ground Online Combined Locality of Program: X On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Education and Professional Studies, Main Campus		
Institutional Contact for this Proposal: James Mulrooney	Title: Associate Dean	Tel.: 860-832-2112 e-mail: mulrooneyj@ccsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

<p>Narrative <i>Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.</i></p> <p>The program had been experiencing declining enrollments and has not enrolled students since Fall 2019. The department is currently exploring restructuring this program. Several changes were required for state licensure for Elementary Education programs. The department has addressed these requirements in their undergraduate offerings. The department is now considering models for an MS in Elementary Education that would be desirable and attractive to educators seeking to expand their education. The redesign is expected to be implemented no later than Fall 2024.</p>
<p>Phase Out/Teach Out Strategy <i>Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)</i></p> <p>There are no students currently enrolled in the program.</p>

SECTION 3: RESOURCES

<p>Close Out What resources/costs would be employed and/or expended to suspend program: None.</p>
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities System Office

APPLICATION FOR SUSPENSION OF EXISTING PROGRAM

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding 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 suspension, (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?

As program enrollment declined, discussions about suspending the program occurred, but formal suspension was not processed because of changes in leadership. We have developed better internal tracking mechanisms to ensure that CCSU meets its reporting obligations regardless of leadership transitions.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Emergency Medical Technician (CIP Code: 51.0810, OHE# TBD) leading to a C2 Certificate at Northwestern Connecticut Community College; 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, Emergency Medical Technician, leading to a C2 Certificate at Northwestern Connecticut Community College.

BACKGROUND

The EMT (Emergency Medical Technician) certificate prepares students to sit for the national Emergency Medical Technician-Basic certification exam and meets the requirements for entry into the Paramedic certificate and associate degree program at Capital Community College. This certificate provides graduates with the skills to enter the job market in a field with high demand and consistent employment opportunities. This credential is stackable into the Paramedic program. By offering the EMT certification as a credit bearing certificate, it provides interested students the ability to apply financial aid funds towards the cost of the program.

The development of this curriculum as a credit bearing certificate was intentional to address the equity gap for potential students who do not qualify for SNAP funding and would have to pay out of pocket. This allows students to apply for and utilize financial aid to obtain the EMT credential.

Northwestern has an existing EMT certification course through the Workforce Development & Continuing Education Department. The staff, instructors, and physical resources are already in place at the institution.

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.

06/11/2021 – BOR -Academic and Student Affairs Committee
06/24/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: NCCC	Date of Submission to CSCU Office of the Provost:	
Most Recent NECHE Institutional Accreditation Action and Date: continued accreditation, Fall 2013		
Program Characteristics Name of Program: Emergency Medical Technician Degree: Title of Award (e.g. Master of Arts) Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Certificate C2 Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2022 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 0 Locality of Program: x On Campus Off Campus Both	Program Credit Distribution # Credits in General Education: 11-12 # Credits in Program Core Courses: 8 # Credits of Electives in the Field: 0 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 19-20 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 11-12	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 51.0810 Title of CIP Code Emergency Care Attendant (EMT Ambulance)		
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) Nursing, Allied Health, Vet Tech Division Location (e.g. main campus) Offering the Program: NCCC		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Dean of Academic & Student Affairs	Tel.: 860-738-6319 e-mail: dferreira@nwcc.edu

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

The EMT (Emergency Medical Technician) certificate prepares students to sit for the national Emergency Medical Technician-Basic certification exam and also meets the requirements for entry into the Paramedic certificate and associate degree program at Capital Community College. This certificate provides graduates with the skills to enter into the job market in a field with high demand and consistent employment opportunities. This credential is stackable into the Paramedic program. By offering the EMT certification as a credit bearing certificate, it provides interested students the ability to apply financial aid funds towards the cost of the program. This is in direct alignment with Northwestern CT Community College's mission to offer access to high quality, affordable education and lifelong learning opportunities.

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)*

Occupation Outlook:

Region	Employment		Average Annual Growth Rate	Average Annual Job Openings
	2016	2026		
State of Connecticut	3,400	3,870	1.3%	260



► Employment in this occupation is expected to grow faster than average, and the number of annual openings will offer very good job opportunities.

<http://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=292041>

- 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?

Northwestern has an existing EMT certification course through the Workforce Development & Continuing Education Department. All of the staff, instructors, and physical resources are already in place at the institution.

- 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?

The development of this curriculum as a credit bearing certificate was intentional to address the equity gap for potential students who do not qualify for SNAP funding and would have to pay out of pocket. This allows students to apply for and utilize financial aid to obtain the EMT credential.

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- 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 EMT certificate was designed to meet the entrance requirements for Capital Community College's Paramedic certificate and associate degree programs.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
To date, no other CSCU institutions offer the EMT certification as a credit bearing certificate.

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.)



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.

Interest in the EMT program has been consistently high and has increased during the COVID pandemic. Plans are underway to collaborate with local fire and police departments for recruitment of potential students. The cost of the program for non-SNAP eligible participants has been a major deterrent in the past.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? **N/A—completion rate for the current EMT program is 95-100%**

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. **Demonstrate the knowledge, skills, and behaviors necessary to function as competent entry-level Emergency Medical Technicians (Basic)**
 2. **Demonstrate knowledge of the human body and how it functions, as well as how diseases, disorders, and injuries impact that function.**
 3. **Demonstrate effective verbal and written communication skills and use of medical terminology.**
 4. **Identify the roles and responsibilities of the Emergency Medical Technician.**
 5. **Apply ethical, logical, critical, and analytical processes in identifying problems, alternative solutions and making informed decisions related to the prehospital/emergency healthcare environment.**
 6. **Sit for the Emergency Medical Technician-Basic certification exam.**
- Assessment methodologies for measuring the outcomes will include written examinations & clinical skill validations.**

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)

Erin Kennedy, MS, Allied Health & SNAP Employment & Training Program Coordinator—15% FTE load, Miss Kennedy is already coordinating the EMT program as a continuing education program now.

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

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

None

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

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

100% of EMT classes

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

The lead instructor must hold a current CT EMT, AEMT, or Paramedic license and be certified as an EMS instructor.

All other instructors must hold a current CT Paramedic, EMT or AEMT license

Damon Osterman, Paramedic, EMSI, AS

Paul Rabeuf, Paramedic, EMSI, NBRC

Arne Mais, Paramedic, FP-C, BS

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)

Specialized laboratory equipment and manikins are required to teach the EMT curriculum. All of these resources are currently in existence at the college for the EMT program.

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Curriculum

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

Course Number and Name	L.O. # ¹	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
EMT 101 EMT Basic I	1-6		4			
EMT 110 EMT Basic II	1-6	EMT 101	4			
BIO*110 or *121	1,2,3		4			
MAT*137/137X	1,3,5		3-4			
CHE*111 or *121	1,2,3	MAT*137	4			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						19- 20
<p>Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.</p> <p>As part of the curriculum, students are required to complete 10 hours of clinical observation time with an ambulance service. Clinical affiliate agreements are already in place for the existing EMT program.</p>						

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

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

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

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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
No FT faculty in this program			

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		12						15						17				
Continuing Students progressing to credential				12						15						17		
Headcount Enrollment		12		12				15		15				17		17		
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²		14820		14820				18524		18524				20988		20988		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	29640						37048						41976					
PROJECTED Program Expenditures ³							NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 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.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴	5432	5432	5432															
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	12735	12735	12735															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program	0	0	0															
Equipment (List in narrative)	500	500	500															
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	18667	18667	18667															

Admin – 5% of coordinator time dedicated to this program
Equipment include supplies for EMT coursework such supplies found in an ambulance

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Interpreting ASL/English (CIP Code: 16.1603, OHE# TBD) leading to a Bachelor of Science at Charter Oak State College; 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, Interpreting ASL/English, leading to a Bachelor of Science at Charter Oak State College.

BACKGROUND

This degree will serve adults who have completed an associate degree program in the Interpreter Training Program ASL/English, therefore aligning with the college's mission to validate learning acquired through traditional and non-traditional experiences and supporting its role as a degree completion college. It also strengthens the relationship between the CCSU two and four-year colleges and allows students who have completed the Interpreter Training Program ASL/English Northwestern Community College (NWCC) to seamlessly transfer to Charter Oak, if they transfer within six months, receive the Community College Tuition Match Scholarship.

The Registry of Interpreters for the Deaf requires a bachelor's degree to be eligible to take the performance and interviewing portion of the National Interpreter Certification (NIC) exam. Those who have passed the written portion are granted five years to complete a bachelor's degree. Since at the present time an advanced Interpreting degree is not offered in our area, pre-certified Interpreters often end up choosing an unrelated major thus taking away time to focus on and develop their interpreting skills. This degree provides over 240 hours of training, thus building on the interpreting skills acquired in the associate degree, thus preparing them for the performance position of the National Interpreter Certification Exam.

Since this is a degree completion program, Charter Oak will reach out to community colleges that offer the associate degree and market through the deaf interpreter associations and the Black Deaf Association <https://www.nbda.org>. As mentioned earlier, students entering the program within 6 months of graduating from NWCCC's program will be eligible for the tuition match scholarship; therefore, reducing the cost of the degree to the students.

Interpreters for the Deaf include a wide range of ethnic/racial, economic and gender groups. Registry of Interpreters for the Deaf (rid.org) has a somewhat diverse membership. they estimate that between 88 and 90 percent are white. According to NTID, you don't typically find ASL classes in places where there are a large demographic of people of color." The Inside Higher Education article goes on to state; "Oftentimes students who are Black and brown and other diverse backgrounds don't have the option to take ASL as a foreign language." Having a program online will allow the program to be available in Black and brown communities.

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.

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: COSC	Date of Submission to CSCU Office of the Provost:	
Most Recent NECHE Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Interpreting ASL/English Degree: Title of Award (e.g. Master of Arts) BS Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2024 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both <input checked="" type="checkbox"/>	Program Credit Distribution # Credits in General Education: 60 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 30 # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 16.1603 Title of CIP Code Sign Language Interpretation and Translation		
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) Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: Registry of Interpreters for the Deaf National Interpreter Certification (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal:	Title:	Tel.: e-mail:

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

This degree will serve adults who have completed an associate degree program in the Interpreter Training Program ASL/English, therefore aligning with the college's mission to validate learning acquired through traditional and non-traditional experiences and supporting its role as a degree completion college. It also strengthens the relationship between the CCSU two and four-year colleges and allows students who have completed the Interpreter Training Program ASL/English Northwestern Community College (NWCC) to seamlessly transfer to Charter Oak, if they transfer within six months, receive the Community College Tuition Match Scholarship.

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)*

According to the US Bureau of Labor statistics the Job outlook 2019-2029 for interpreters and transliterators will increase by 20%. <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

According to an April article in Inside Higher Education, *Efforts are making education for deaf students more accessible and inclusive*, “in 2019 about 5% of deaf and hard of hearing adults under 65, according to census data, were enrolled in higher education”. It goes on to state that there is a need for interpreters in institutions of higher education.

The Registry of Interpreters for the Deaf requires a bachelor's degree to be eligible to take the performance and interviewing portion of the National Interpreter Certification (NIC) exam. Those who have passed the written portion are granted five years to complete a Bachelor's degree. Since at the present time an advanced Interpreting degree is not offered in our area, pre-certified Interpreters often end up choosing an unrelated major thus taking away time to focus on and develop their interpreting skills. This degree provides over 240 hours of training, thus building on the interpreting skills acquired in the associate degree, thus preparing them for the performance position of the National Interpreter Certification Exam..

- 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?

Since all of these courses will be online, it builds upon Charter Oak's 20-year history of offering online courses and furthers the College's 48-year history of being a degree completion college. Charter Oak has a seasoned instructional design office and process for online course development that meets the ADA guidelines and Council of Regional Accrediting Commission (C-RAC) Guidelines. Faculty with expertise in interpreting for the deaf education programs and/or faculty with expertise in interpreting for the deaf will be hired as adjuncts to teach and develop the courses. All faculty go through a back-ground check, interview, and reference check. Faculty also have to complete the online orientation for faculty before they began either developing or teaching courses.

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Charter Oak is a member of NC-SARA. As a result, students will be given information on the requirements of each state to work as an interpreter for the deaf. It will also be on the college Website. <https://rid.org/advocacy-overview/state-information-and-advocacy/>.

- 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?

Since this is a degree completion program, Charter Oak will reach out to community colleges that offer the associate degree and market through the deaf interpreter associations and the Black Deaf Association <https://www.nbda.org>. As mentioned earlier, students entering the program within 6 months of graduating from NWCCC's program will be eligible for the tuition match scholarship; therefore, reducing the cost of the degree to the students.

Interpreters for the Deaf include a wide range of ethnic/racial, economic and gender groups. Registry of Interpreters for the Deaf (rid.org) has a somewhat diverse membership. they estimate that between 88 and 90 percent are white. According to NTID, you don't typically find ASL classes in places where there are a large demographic of people of color." The Inside Higher Education article goes on to state; "Oftentimes students who are Black and brown and other diverse backgrounds don't have the option to take ASL as a foreign language." Having a program online will allow the program to be available in Black and brown communities.

NWCC graduated two students of color this year and have five in the pipeline for fall. NWCC has one adjunct faculty member of color who we will work with on outreach to underrepresented groups.

- 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)*

Graduates of the Interpreter Preparation Program at NWCCC will have a seamless transfer to this degree. NWCC is helping to develop the program.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.
There are no other BS degrees in Interpreting for the Deaf in Connecticut. In addition, NWCC is the only community college offering that AS degree in Interpreting for the Deaf.

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.)

Initial costs will be for the development of the courses and for marketing. NWCC has agreed to help with the advising of students and the review of transcripts for the first year of the program. In year two, Charter Oak will hire a parttime advisor/program director.

Student Recruitment / Student Engagement

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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.

As stated earlier, Charter Oak will recruit from the graduates of the NWCC program, other out of state associate degree programs, and reach out to associations and through publications. Charter Oak will host online recruiting events, use Google to track online marketing activities and traffic to its Website.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Charter Oak uses SEAtS to track student participation in courses. If a student is not participating, a notice goes to the advisor for the advisor to contact the student. The Registrar also reaches out to the students. All matriculated students must take IDS 101 which helps prepare them to do college-level writing and research and critical thinking skills. It also includes SmarterMeasure which is a web-based assessment that measures non-cognitive attributes, technical skills, and readiness for online and self-regulated learning. This is built into their first week assignment. Faculty receive the results. The students have to write a reflection paper on the results. The Institutional Effectiveness Office uses the data to determine at risk students and provides the list to the advising department for action.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Interpret ASL/English on an advanced level in a variety of situations
2. Demonstrate the skills needed to interpret with Deaf, and Deaf/Blind consumers
3. Identify language differences and the need for additional support
4. Demonstrate competent interpreting skills including but not limited to Legal, Medical and Mental health situations

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)*

For the first year of the program Dr. Sarah Bement, from NWCC, will evaluate and advise students entering this program.

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

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

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

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

100%

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

Master's degree or bachelor's with 8 years of experience as an interpreter.

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)*

Access to online teaching methods including, but not limited to, GoReact, Blackboard and ZOOM

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Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

Course Number and Name	L.O. # ¹	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
INT 300 Intro to Interpreting in Advanced settings		AS ITP	3			
IINT 3XX Interpreting in Health Care		INT 300	3			
INT 3XX Interpreting Practicum and Seminar 1		AS ITP	3			
INT 3XX Interpreting with Specialized Populations		INT 300	3			
INT 3XX Interpreting Practicum and Seminar 2		AS ITP	3			
INT3XX Theatrical Interpreting		INT 300	3			
INT 3XX Interpreting Practicum and Seminar 3		AS ITP	3			
INT4XXVideo Remote Interpreting (VRI) & Virtual Relay Services Interpreting		INT 300	3			
INT 4XX Legal Interpreting		INT 300	3			
INT4XX Business Concepts Interpreting		INT 300	3			
INT 495Capstone Course		All 300 and 400 courses	3			
Core Course Prerequisites				Elective Courses in the Field		
IDS 101			3			
ENG 101, 102			6			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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

The program requires 120 credits. The major is 33 credits with 9 credits required as a prerequisite. The English prerequisites can be transferred in or met by taking the CLEP exam. IDS 101 cannot be transferred in. To matriculate into the program, one must have an associate degree in interpreting for the deaf. The curriculum provides 9 practicum credits, in addition to interpretive skills within each course, providing the student with opportunities to hone the skills learned in the associate degree, to prepare them for careers in the interpreting field, and to pass the RID examination.

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

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Students will be responsible for finding their own practicum sites. The professor responsible for the practicum will approve the experience and the site.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities

All faculty will be adjunct.

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PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)				5				5		5				10		5		
Continuing Students progressing to credential						5		5		8		10		11		19		15
Headcount Enrollment								10		13		10		21		24		15
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²				9,570														
Tuition from Internal Transfer ²								9,570		9,570				19,140		9,630		
Program Specific Fees (lab fees, etc.)						9,570		9,570		15,312		19,140		21,120		36,708		29,070
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	19,140						53,592						115,668					
PROJECTED Program Expenditures ³							NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring 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.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	46,395	19,328	41,418															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵		5,000	5,000															
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	46,395	24,328	46,418															

The first-year part time faculty cost includes the cost of the course developments.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

June 24, 2021

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following degrees and certificates for Connecticut State Community College, developed from degrees and certificates ***previously approved by the Board for one or more of the 12 individually accredited colleges***. These degrees and certificates meet the specific requirements of the Board's General Education (BOR 20-082) and CCCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below.

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Accounting	A.S.	60
2. Accounting Certificate	Certificate	18
3. Advanced Engine Performance	Certificate	18
4. Automotive Fundamentals	Certificate	18
5. Automotive Management	A.S.	60
6. Automotive Technology: General Motors Automotive Service Education Program (ASEP)	A.A.S.	62*
7. Biochemistry Studies (CSCU Pathways Transfer Degree)	A.A.	61
8. Business Office Technology	A.S.	60
9. Clinical Coding	Certificate	30
10. Communication Studies (CSCU Pathways Transfer Degree)	A.A.	60
11. Communications	A.S.	60
12. Comprehensive Automotive Repair and Service (CARS)	A.S.	61*
13. Computed Tomography	Certificate	21
14. Criminal Justice	A.S.	60
15. Criminology Studies (CSCU Pathways Transfer Degree)	A.A.	61

Program	Program Type	Minimum # of Credits
16. Economics Studies (CSCU Pathways Transfer Degree)	A.A.	60
17. Game Design	A.S.	60
18. General Automotive Service	Certificate	21
19. General Motors Automotive Service	Certificate	35
20. Geography Studies (CSCU Pathways Transfer Degree)	A.A.	60
21. Health Information Technology	A.S.	60
22. Homeland Security	Certificate	9
23. Horticulture	A.S.	60
24. Horticulture Certificate	Certificate	29
25. Landscape Design	Certificate	28
26. Magnetic Resonance Imaging	Certificate	21
27. Mammography	Certificate	8
28. Massage Therapy	A.S.	60
29. Medical Laboratory Technician	A.S.	63
30. Music Studies	A.A.	65*
31. Nutrition and Dietetics	A.S.	63*
32. Occupational Therapy Assistant	A.S.	63*

*The Automotive Technology: General Motors Automotive Service Education Program (ASEP) A.A.S. degree was previously approved at 60-61 credits. The addition of the College and Career Success (CCS 101) course brings the total credit count to 62 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*The Comprehensive Automotive Repair and Service (CARS) A.S. degree was previously approved at 60-61 credits. The addition of the College and Career Success (CCS 101) course brings the total credit count to 61-63 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*The Music Studies A.A. degree previously received an exemption to credit normalization for 64 credits. The addition of the College and Career Success (CCS 101) course brings the total credit count to 65 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*The Nutrition & Dietetics A.S. degree was previously approved at 60 credits. The addition of the College and Career Success (CCS 101) course brings the total credit count to 63 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*The Occupational Therapy Assistant A.S. degree was previously approved at 61 credits. The addition of the College and Career Success (CCS 101) course brings the total credit count to 63 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

A True Copy:

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

ITEM

Implementation of the Revised Students First Plan (BOR 18-089) to align community college curricula statewide. The degrees and certificates to be approved meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted in the resolution.

BACKGROUND & ALIGNMENT PROCESS

In April 2017, the Board of Regents approved the Students First plan to help address the system's fiscal challenges while maintaining high quality education, improving student outcomes, and reducing equity gaps in attainment. The plan includes a consolidation of administrative functions as well as an organizational merger of the community colleges. In June 2018, the Board of Regents approved the Revised Students First plan to merge the 12 individually accredited community colleges into a single institution, including "aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum". In May 2020, the Board officially named this merged institution Connecticut State Community College.

Alignment of the community college programs and certificates involves synthesizing the existing 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. Similarly, all 4000+ courses previously approved by the individually accredited institutions need to be aligned to have common course names, numbers, descriptions, learning outcomes, pre-requisites/co-requisites, contact hours, and credit hours. This work began in Fall 2018 coordinated by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC). This work is currently facilitated by a CT State Community College curriculum alignment team, consisting of the interim Associate Vice President of the Academic Programs and Curriculum, the interim Associate Vice President of Higher Education Transitions, the interim Director of Regional and Specialized Accreditation, the interim Director of the College Catalog, and four community college faculty serving as alignment managers.

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (<https://www.ct.edu/curriculum>). In the period from June 2020 to June 2021, over 200 faculty have been involved in aligning curriculum within their disciplines and programs.

As outlined in the revised Students First plan, the alignment of degree programs and certificates follows an endorsement process similar to that developed for the Transfer and Articulation Policy (TAP) transfer pathways. This process includes a transitional curriculum committee, the Aligned Program Review Committee (APRC), reporting to the SF ASA CC. Similar to the TAP Framework Implementation Review Committee, the APRC was designed with representation from each community college, but also includes representatives from the Registrar's, Advising, Financial Aid, and Academic Deans' Councils. The endorsement process keeps college communities apprised of the aligned curriculum being recommended for CT State and provides college communities the opportunity to submit feedback that might strengthen a program before it goes to the Board for approval.

The graphic on the next page illustrates the full process for aligned programs and certificates

RATIONALE

The 12 individually accredited community colleges currently offer programs and certificates with similar names, but outcomes and courses that may be quite disparate. Similarly, courses have common numbers yet different names, descriptions, pre-requisites, and learning outcomes. In order to more seamlessly serve our students statewide, these programs, certificates, and courses must be aligned to create a single set of offerings for CT State Community College.

CT State Curriculum Alignment: Process Flow for Degrees & Certificates**Stage 1: Faculty Preparation**

- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

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 and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership

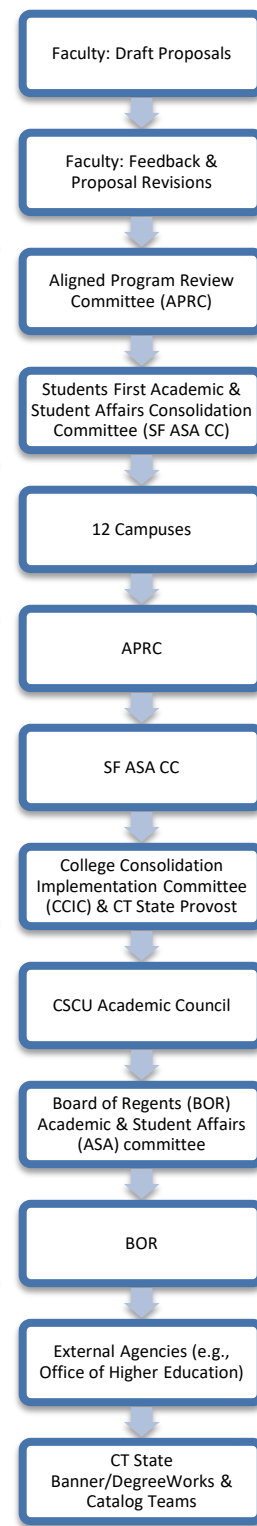
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

- With approval of the CT State Provost, the 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 committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

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



CT State Aligned Degrees & Certificates
June 2021

1. Accounting, A.S.
2. Accounting Certificate, Certificate
3. Advanced Engine Performance, Certificate
4. Automotive Fundamentals, Certificate
5. Automotive Management, A.S.
6. Automotive Technology: General Motors Automotive Service Education Program (ASEP), A.A.S.
7. Biochemistry Studies (CSCU Pathways Transfer Degree), A.A.
8. Business Office Technology, A.S.
9. Clinical Coding, Certificate
10. Communication Studies (CSCU Pathways Transfer Degree), A.A.
11. Communications, A.S.
12. Comprehensive Automotive Repair and Service (CARS), A.S.
13. Computed Tomography, Certificate
14. Criminal Justice, A.S.
15. Criminology Studies (CSCU Pathways Transfer Degree), A.A.
16. Economics Studies (CSCU Pathways Transfer Degree), A.A.
17. Game Design, A.S.
18. General Automotive Service, Certificate
19. General Motors Automotive Service, Certificate
20. Geography Studies (CSCU Pathways Transfer Degree), A.A.
21. Health Information Technology, A.S.
22. Homeland Security, Certificate
23. Horticulture, A.S.
24. Horticulture Certificate, Certificate
25. Landscape Design, Certificate
26. Magnetic Resonance Imaging, Certificate
27. Mammography, Certificate
28. Massage Therapy, A.S.
29. Medical Laboratory Technician, A.S.
30. Music Studies, A.A.
31. Nutrition and Dietetics, A.S.
32. Occupational Therapy Assistant, A.S.

Program Name: Accounting

Degree Type: A.S.

Program Description:

The Accounting associate degree program prepares students for employment as junior accountants, bookkeepers, and accounts receivable/payable and payroll associates.

Graduates will be able to maintain complete sets of accounting records and prepare financial statements and individual tax returns. Students have the opportunity to participate in the Volunteer Income Tax Assistance (VITA) program, in which they gain practical experience in the preparation of tax returns. Students interested in transferring to earn a bachelor's degree should enroll in the Business Studies A.A. Transfer degree program or in the Business Administration A.S. program.

Note: Students should meet with a faculty advisor to plan their program of study.

Program Learning Outcomes:

Upon successful completion of all Accounting degree program requirements, graduates will

1. Demonstrate relevant content knowledge in required core business disciplines (accounting, business law, management and organizational behavior, and marketing) and apply concepts in problem solving through identifying and evaluating alternative solutions and offering a well-supported conclusion.
2. Recognize proper business acumen and decorum in professional interactions; demonstrate appropriate interpersonal communication and presentation skills and demeanor; demonstrate the ability to use presentation and team interpersonal skills effectively in class presentations.
3. Recognize and respond thoughtfully to situations that present ethical dilemma, demonstrating the ability to identify ethical dilemmas and social responsibilities of business, an ability to confront ethical dilemmas, and apply ethical principles to business situations using concepts learned.
4. Apply accounting concepts and critical thinking skills to make sound financial decisions.
5. Demonstrate an understanding of the interrelationships between accounting and business courses.

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors: None

General Education Core Courses (21-23 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT XXX	Math Course (MAT* 137 or higher)	3-4
3	HUM 185 BBG 240/PHL115	Art or Humanities Course Recommended: HUM 185 Problem Solving and Decision Making, or BBG 240/PHL 115 Business Ethics	3
4		Scientific Reasoning or Scientific Knowledge and Understanding Any course vetted as Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5	ECN 101 or ECN 102	Social / Behavioral Science Macroeconomics (ECN 101) or Microeconomics (ECN 102)	3
6	BBG210 COM271	Oral Communication Business Communications (BBG210/COM271)	3
7	CCS 101	Continued Learning / Info Literacy College Career and Success (CCS 101)	3
General Education Core Credits			21-23

Program Requirements (36 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ACC 113	Principles of Financial Accounting	3	MAT 095 or satisfactory placement on Basic Skills Assessment
ACC 117	Principles of Managerial Accounting	3	Completion of ACC*113 with a C or higher
ACC 125	Accounting Computer Applications I	3	Completion of ACC*113 with a C or higher
ACC 271	Intermediate Accounting I	3	ACC 117 with a C or higher
ACC 272	Intermediate Accounting II	3	ACC 271 with a C or higher
ACC 241	Federal Taxes I	3	Completion of ACC*113 with a C or higher
BMG 202	Principles of Management or	3	BMG 202 Completion

Program Requirements (36 credits)			
BMG 210	Organizational Behavior		of ENG 101 with C- or better BMG 210 Completion of ENG 101 with C- or better
BFN 201 BFN 110	Principles of Finance or Personal Finance	3	BFN 201 C- or better in all of the following courses: ACC113 or ACC115, ECN101, ECN102 and MAT167 (MAT167 may be taken concurrently.) BFN 110 - None
BBG 101 BES 218	Introduction to Business or Entrepreneurship	3	BBG 101 - None BES 218 Completion of ENG 101 with C- or better.
BBG 234 BBG 231	Legal Environment of Business Business Law I	3	BBG 234 – ENG 101 BBG 231 - ENG 101
Elective	Business Elective - ACC, BES, BMG, BFN, BBG, BMK, MAT 167, ECN	9	
	Program Requirement Credits	39-40	
	General Education Core Credits	21-23	
	Program Total Credits	60-63	

CT STATE COMMUNITY COLLEGE CERTIFICATE

Credit Certificate Program Name: Accounting Certificate

Certificate Description:

The Accounting certificate program is designed for students who are interested in specialized accounting coursework and/or those who already have a bachelor's degree and would like to change careers. This program also serves individuals currently interested in entry level positions in the accounting field. Credits earned can be used for transfer into the Associate in Science Accounting Degree.

Certificate Learning Outcomes:

Students who complete the Accounting Certificate will:

1. Understand, create, and analyze basic financial statements and management reports
2. Demonstrate an understanding of tax law as it applies to the individual and business world
3. Apply computer skills to accounting transactions.

Certificate Descriptors: None

Certificate Program Requirements (18 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ACC 113	Principles of Financial Accounting	3	MAT 095 or satisfactory placement on the Basic Skills Assessment
ACC 117	Principles of Managerial Accounting	3	Completion of ACC*113 with a C or higher
ACC 125	Accounting Computer Applications I	3	Completion of ACC*113 with a C or higher
ACC 241	Federal Taxes I	3	Completion of ACC*113 with a C or higher
Business Elective	Business/Accounting Electives (select 2 courses from: ACC, BBG, BES, BMG, BMK, BFN)	6	
	Certificate Program Total Credits	18	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Automotive Management

Degree Type: Associate of Science

Program Description: The complexity of the automobile requires more sophisticated technicians and specialists than ever before. The need for qualified personnel has expanded beyond the bay into service and shop management. Until now students had to decide whether to take the Automotive Technician Program Degrees or a Business Degree if they aspired towards Automotive Management. The Management Option creates a sensible way for employers to fill management positions.

Program Learning Outcomes:

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

1. Apply Language Arts and Communications skills related to the occupation, including but not limited to: reading, writing, and oral communication.
2. Use scientific methods and critical thinking to solve problems in Science related to the occupation, including but not limited to: electricity, chemical reactions, heat, motion, and hydraulics.
3. Demonstrate Workplace Skills related to the occupation, including but not limited to, preparing a resume, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
4. Apply knowledge of Computer Applications including word processing, spreadsheets, graphs and other software related to the occupation.
5. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
6. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
7. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
8. Apply knowledge of general engine diagnosis and repair, including but not limited to the engines: cylinder heads, valve train, block, lubrication, and cooling system.
9. Apply knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment and repair.
10. Apply knowledge of general disc and/or drum brake system, hydraulics, power assist, and ABS (antilock brakes), maintenance, adjustment, diagnosis, and repair.
11. Apply knowledge of general electrical/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis and repair.
12. Demonstrate basic knowledge of management, human resources, and organizational development in an entry-level management position.
13. Understand and practice the various functions of management as well as the nature and responsibilities of a manager.
14. Interpret management information from various sources such as financial statements, annual reports, and publications.
15. Demonstrate a responsible attitude in relationships with employers, fellow employees, working groups, and the macro-environment.

Program Descriptors:

The Automotive classes in the Program are accredited by Automotive Service Excellence Education Foundation (A.S.E.). This Program will prepare students for the Automotive Service Excellence Education Foundation (A.S.E.) G1, A1, A4, A5, A6, C1, P2 exams

General Education Core Courses (21-24 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	Composition	3
2	Elective	Math 100 or higher Elective	3-4
3	Elective	Arts and Humanities Elective	3-4
4	Elective	Scientific Reasoning or Scientific Knowledge and Understanding Elective	3-4
5	Elective	Social / Behavioral Science or Historical Knowledge Elective	3
6	Elective	Oral Communication or Written Communication II Elective	3
7	CCS*101	College Career & Success	3
General Education Core Credits			21-24

Program Requirements (39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT*130	Auto Maintenance and Light Repair	3	None
AUT*133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT*131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT*138	Brakes Systems	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT*136	Suspension and Steering	3	P or C: AUT-130 or with permission of the Coordinator
AUT*230	Service and Parts Department Management	3	P or C: AUT-130 or AUT-112 or with permission of the Coordinator
BBG-101	Introduction to Business	3	TBD
ACC-113	Principles of Financial Accounting	3	TBD
BES-118	Small Business Management	3	TBD
ACC-117	Principles of Managerial Accounting	3	TBD
BMG-202	Principles of Management	3	TBD
BBG-231	Business Law I	3	TBD
ECN-101	Principles of Macroeconomics	3	TBD
Program Total Credits		60-63	

Program Name: Comprehensive Automotive Repair and Service (CARS)

Degree Type: Associate of Science

Program Description:

The objective of the Comprehensive Automotive Repair and Service (CARS) Degree Program is to educate those seeking employment in the field of automotive technology. It will prepare students for entry-level employment as Automotive Technicians. The Automotive Technician field has been in very high demand in the State, and it is growing! The intent of the program is to meet the growing need for technicians in Connecticut and the nation. This program furthers the college's mission to "respond to the changing academic, occupational, technological needs" by offering "a broad range of credit (technical, career, and academic) programs and courses leading to employment, transfer, and lifelong learning." The automotive curriculum is designed to meet all Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program requirements for national accreditation.

Program Learning Outcomes:

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

1. Meet all the Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program required outcomes for Master certification.
2. Demonstrate workplace skills related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
3. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation
4. Identify and use appropriate tools, testing, and measurement equipment to accomplish certain tasks related to the occupation
5. Use current reference and training materials from accepted industry publications and standards to accomplish specific tasks
6. Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.

Program Descriptors:

The Program is accredited by Automotive Service Excellence Education Foundation (A.S.E.).

This Program will prepare Students for the G1, A1 thru A8, L1, C1, P2 ASE exams as well as additional automotive elective area selected

Credit normalization exemption request: For the program to be accredited by Automotive Service Excellence Education Foundation (A.S.E.) must show a minimum of 1200 hours of automotive training. To meet this requirement all program required courses are necessary which brings the program total credits to 61-63.

A.S.E. Educational Foundation revises program accreditation requirement approximately every 5 years. The last revision was 2016. Future A.S.E. changes to accreditation requirements may lead to changes in program/course outcomes, topics, and contact hours to meet minimum A.S. E. training hour requirements.

General Education Core Courses (22-24 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	Composition	3
2	Elective	Math 100 or higher Elective	3-4
3	Elective	Arts and Humanities Elective	3-4
4	Physics Elective	Scientific Reasoning – Physics any level	4 (lab required)
5	Elective	Social / Behavioral Science or Historical Knowledge Elective	3
6	Elective	Oral Communication or Written Communication II Elective	3
7	CCS*101	College Career & Success	3
General Education Core Credits			22-24

Program Requirements (39 credits, including program courses and designated program electives)			
Course Number	Course Name	# of Credits	Co-req. course
AUT-130	Automotive Maintenance and Light Repair	3	None
AUT-133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT-131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT-138	Brakes Systems	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-237	Heating and Air Conditioning	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-136	Suspension and Steering	3	P or C: AUT-130 or with permission of the Coordinator
AUT-137	Engine Performance	3	P: AUT-133 or with permission of the Coordinator
AUT-238	Advanced Engine Performance	3	P: AUT-137 or with permission of the Coordinator
AUT-233	Manual Drivetrain and Axles	3	P or C: AUT-130 or with permission of the Coordinator
AUT-235	Automatic Transmission/Transaxle	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator

Program Requirements (39 credits, including program courses and designated program electives)			
AUT_170	Co-op Work Experience I	3	P or C: AUT*130, 131, 133, 136, 138, ENG*101, minimum 30 credits of coursework completed or in progress and a 2.0GPA, or with permission of the Coordinator.
		33 Credits	
Designated program electives (6 credits) Students may choose from the following list of specified courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location if applicable			
AUT-190	Introduction to Welding	3	None
AUT-239	Light Vehicle Diesel Engines	3	P or C: AUT*130 or with permission of Coordinator
AUT-270	Co-op Work Experience II	3	P: Co-op I (AUT 170) and a minimum of 40credits of course work completed or in progress and a 2.0 GPA, or with permission of Coordinator.
AUT-272	Co-op Work Experience III	3	P: Co-op II (AUT 270) and a minimum of 40credits of course work completed or in progress and a 2.0 GPA, or with permission of Coordinator.
AUT-230	Service and Parts Department Management	3	P or C: AUT-130 or AUT-112 or with the permission of Coordinator.
*common pre-requisites to be used for all courses. Use common course numbering.		6 credits	
Total Credits		61-63	

Program Name: Automotive Technology: General Motors - Automotive Service Education Program (ASEP)

Degree Type: Associate of Applied Science

Program Description:

The Automotive Service Education Program (ASEP) was designed by General Motors (GM) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for a challenging career in General Motors and AC Delco sponsored automotive service facilities. Through a special arrangement, students attend classes and labs at the North Haven Campus and then work full-time at a sponsoring GM or AC Delco facility. Students in the ASEP program receive state-of-the-art instruction on General Motors' products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by General Motors Corporation. The automotive curriculum is designed to meet all Automotive Service Excellence (ASE) Accredited Training Program requirements for national accreditation. This program is offered at the North Haven campus only.

Program entry requirements:

Prospective students must obtain paid internship sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students must purchase required tool set that meets program standards.

Internship requirements:

Students receive industry experience through mandatory paid internships at participating General Motors dealerships or qualified AC Delco independent service facilities. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams. Internships will be tracked and monitored by the program coordinator. Successful internship completion requires that all assigned General Motors Center of Learning training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Automotive Technology (GM-ASEP) A.A.S. degree program will have to apply to the program by June 1 prior to their enrollment in the program. Requirements to apply are:

- Interview with the GM ASEP Program Coordinator to verify eligibility
- Be eligible for college level Math
- Be eligible for college level English
- Complete the Automotive Program placement exam if required
- Have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Selection of students will be completed by July 1 and students will be notified shortly after. Once students are selected for enrollment into the program, they will have until August 30th to find a sponsor for their internships at a GM automotive dealership or AC Delco repair facility to remain in the degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the ASEP program, students will receive an Associate in Applied Science degree in Automotive Technology from Connecticut State Community College. The program offers opportunities for future specialization and advancement to management. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the (ASE) exams for each of the eight automotive subject areas for national certification.

Program Learning Outcomes:

Upon successful completion of all program requirements, the graduate will:

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technology (MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.
- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entry level service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Earn corporate credit for web based and embedded classroom / laboratory training in the GM Center of Learning Training Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.
- Meet the industry ASE accreditation training outcome requirements for General Motors Steering and Suspension, Braking, Engine Propulsion, Electrical, Engine Performance, Transmission/Transaxle and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership internship as assessed by existing instruments in current course.

Program Descriptors:

This program follows a 12 week semester format. Students alternate between 12 weeks of on-campus instruction and 12 weeks of paid internship work.

This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the ASE exams for each of the eight automotive subject areas for national certification.

Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their paid internships at a GM automotive dealership or AC Delco repair facility in order to remain in the degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. This program is offered at the North Haven campus only.

This program prepares students to sit for the Automotive Service Excellence (ASE) exams A1-A8, G1 and L1. Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the General Motors Center of Learning for GM courses that are embedded in the curriculum. Successful Students receive credit for approximately 80% of the GM Service Training Standard courses and are well on their way to Master Certification.

General Education Core Courses (21 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	Composition	3
2	Elective	Math 100 or higher Elective	3
3	Elective	Arts and Humanities Elective	3
4	Elective	Scientific Reasoning or Scientific Knowledge and Understanding Elective	3
5	Elective	Social / Behavioral Science or Historical Knowledge Elective	3
6	Elective	Oral Communication or Written Communication II Elective	3
7	CCS*101	College Career & Success	3
General Education Core Credits			21

Note: Would like to apply for a credit normalization waiver for 3 credits of CCS 101

Program Requirements (41 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT112	General Motors Automotive Systems	2	NONE
AUT116	General Motors Suspension and Steering Systems	3	P or C: AUT112
AUT118	General Motors Braking Systems	3	P or C: AUT112
AUT161	General Motors Internship 1A	1	P: Program Coordinator permission required for this course
AUT162	General Motors Internship 1B	1	P: Program Coordinator permission required for this course
AUT110	General Motors Engine Propulsion Systems	3	P or C: AUT112
AUT114	General Motors Electrical Systems	3	P or C: AUT112
AUT163	General Motors Internship 1C	1	P: Program Coordinator permission required for this course
AUT171	General Motors Internship 2	3	P: Program Coordinator permission required for this course
AUT201	General Motors Powertrain Control Systems	3	P: AUT112, AUT114
AUT203	General Motors Manual Drivetrain Systems	3	P or C: AUT112
AUT230	Service and Parts Department Management	3	P or C: AUT130 or AUT 112 or Program Coordinator permission required for this course

CT State Community College Unique Program Template

AUT261	General Motors Internship 3A	1	P: Program Coordinator permission required for this course
AUT262	General Motors Internship 3B	1	P: Program Coordinator permission required for this course
AUT263	General Motors Internship 3C	1	P: Program Coordinator permission required for this course
AUT205	General Motors Automatic Drivetrain Systems	3	P: AUT112, AUT114, AUT201
AUT207	General Motors Climate Control and Safety Systems	3	P: AUT112, AUT114
AUT271	General Motors Internship 4	3	P: Program Coordinator permission required for this course
		41	
	Program Requirement Credits	41	
	General Education Core Credits	21	
	Program Total Credits	62	

Program Name: Advanced Engine Performance Certificate

Degree Type: Certificate

Certificate Description:

The Advanced Engine Performance program enables a practicing automotive technician to develop the technical knowledge and skills associated with the advanced computer/electronic diagnostic systems and emission systems of today's automobile.

Purpose:

- To provide an understanding of automobile engine operation and repair.
- To provide an understanding of advanced electronic diagnosis and automotive emissions.
- To provide an understanding of the relationship between scientific principles and their application in the automobile.

Target Population:

- Individuals seeking employment opportunities in the automotive service field.
- Individuals seeking to upgrade their technical skills.
- Individuals preparing for career advancement opportunities in the automotive service field.

Certificate Learning Outcomes:

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

1. Use scientific methods and critical thinking to solve problems in science related to the occupation, including but not limited to: electricity, chemical reactions, heat, motion, and hydraulics.
2. Demonstrate workplace skills related to the occupation including but not limited to: preparing a resume, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
3. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
4. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
5. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
6. Apply knowledge of general engine diagnosis and repair: including but not limited to the engine's: cylinder heads, valve train, block, lubrication, and cooling system.
7. Apply knowledge of general electrical/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis and repair.
8. Apply knowledge of general engine performance, including but not limited to: computer controls, ignition, fuel, exhaust, and emission systems, and their maintenance, diagnosis, adjustments, and repair.

Certificate Descriptors:

The courses in the program are accredited by Automotive Service Excellence Education Foundation (A.S.E.).

This Certificate will prepare students for the Automotive Service Excellence Education Foundation (A.S.E.) G1, A1, A6, A8, L1 exams as well as additional automotive elective area selected.

Program Certificate Requirements (18 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT-130	Auto Maintenance and Light Repair	3	None
AUT-133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of collegeplacement test or with permission of the Coordinator
AUT-131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT-137	Engine Performance	3	P: AUT-133 or with permission of the Coordinator
AUT-238	Auto Advanced Engine Performance	3	P: AUT-137 or with permission of the Coordinator
AUT-Elective	Automotive Elective	3	Based on specific AUT elective course
	Program Certificate Total Credits	18	

Program Name: Automotive Fundamentals Certificate

Degree Type: Certificate

Certificate Description:

The Automotive Fundamentals program seeks to meet the needs of individuals interested in a basic exposure to and/or an exploratory opportunity in the automotive technology field.

Purpose:

- To provide an understanding of the basic operating principles of an automobile.
- To provide in-depth theory of brake, steering and suspension systems.
- Individuals interested in a basic exposure to automotive systems. Individuals interested in an exploratory opportunity in automotive technology.

Certificate Learning Outcomes:

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

1. Relate knowledge of theory and safety to accomplish certain tasks related to the occupation.
2. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
3. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
4. Relate knowledge of general engine diagnosis and repair, including but not limited to the engine's: cylinder heads, valve train, block, lubrication, and cooling system.
5. Relate knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment and repair.
6. Relate knowledge of general disc and/or drum brake system, hydraulics, power assist, and ABS (antilock brakes), maintenance, adjustment, diagnosis, and repair.

Certificate Descriptors:

The courses in the program are accredited by Automotive Service Excellence Education Foundation (A.S.E.).

This Certificate will prepare students for the Automotive Service Excellence Education Foundation (A.S.E.) G1, A1, A4, A5, A6 exams.

Program Requirements (18 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT-130	Auto Maintenance and Light Repair	3	None
AUT-133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT-138	Brakes Systems	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-136	Suspension and Steering	3	P or C: AUT-130 or with permission of the Coordinator
AUT-131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT-Elective	Automotive Elective	3	Based on specific AUT elective course
	Program Total Credits	18	

Program Name: General Motors Automotive Service Certificate

Degree Type: Certificate

Certificate Description:

The Automotive Service Certificate was designed by General Motors (GM) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for an entry level maintenance position in General Motors or AC Delco sponsored automotive repair facilities. Through a special arrangement, students attend classes and labs at the North Haven Campus and then obtain internship experience at a sponsoring GM or AC Delco facility. Students in the GM Certificate program receive instruction on General Motors' products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by General Motors Corporation. For more information, contact Professor Daniel Fuller, Program Coordinator at (203) 285-2370 or e-mail at (dfuller@gatewayct.edu).

Program entry requirements:

This program is offered only at the North Haven campus. Prospective students must obtain sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students must purchase required tool set that meets program standards.

Internship requirements:

Students will be required to successfully complete paid internships at sponsoring GM dealerships or AC Delco repair facilities. Internships will be tracked and monitored by the program coordinator. Successful internship completion requires that all assigned General Motors Center of Learning training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the General Motors Automotive Service Certificate will have to apply to the program by July 1 prior to their enrollment in the program. Requirements to apply are:

- Interview with the GM Automotive Service Education Program (ASEP) Program Coordinator to verify eligibility
- Be eligible for college level Math
- Be eligible for college level English
- Complete the Automotive Program placement exam if required
- Have a valid driver's license issued by one of the 50 states that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Selection of students will be completed by August 1 and students will be notified shortly after. Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their internships at a GM automotive dealership or AC Delco repair facility to remain in the GM Certificate program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the program, students will receive a certificate in Automotive Technology from CT State Community College. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification.

Certificate Learning Outcomes:

Upon successful completion of all program requirements, the graduate will:

- Meet ASE Accredited Training Program required outcomes for Automotive Service Technician (AST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.

- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.
- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entry level service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Receive corporate credit for web based and embedded classroom / laboratory training in the GM Center of Learning Training Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.
- Meet the industry ASE accreditation training outcome requirements for General Motors Steering and Suspension, Braking, Engine Propulsion, Electrical, Engine Performance, Transmission/Transaxle and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership internship as assessed by existing instruments in current course.

Certificate Descriptors:

This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an ASE Accredited Training Program. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification. Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their internships at a GM automotive dealership or AC Delco repair facility to remain in the degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation

Program entry requirements:

This program is offered only at the North Haven campus. Prospective students must obtain sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Have a valid driver's license issued by one of the 50 states that does not have any restrictions that would prohibit the student from operating an automobile on public roads. Students must purchase a required tool set that meets program standards.

Internship requirements

Students will be required to successfully complete internship courses at sponsoring GM dealerships or AC Delco facilities. Internships will be tracked and monitored by the program coordinator. Successful internship completion requires that all assigned General Motors Center of Learning training courses be completed with a minimum grade of Pass.

This program prepares students to sit for the Automotive Service Excellence (ASE) exams A1-A8, G1 and L1.

Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the General Motors Center of Learning for GM courses that are embedded in the curriculum. Successful Students receive credit for approximately 80% of the GM Service Training Standard courses and are well on their way to Master Certification.

Students receive industry experience through mandatory paid internships at participating General Motors dealerships or qualified AC Delco independent service facilities. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams.

Certificate Program Requirements (35 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT112	General Motors Automotive Systems	2	NONE
AUT116	General Motors Suspension and Steering Systems	3	P or C: AUT112
AUT118	General Motors Braking Systems	3	P or C: AUT112
AUT161	General Motors Internship 1A	1	P: Program Coordinator permission required for this course.
AUT162	General Motors Internship 1B	1	P: Program Coordinator permission required for this course.
AUT110	General Motors Engine Propulsion Systems	3	P or C: AUT112
AUT114	General Motors Electrical Systems	3	P or C: AUT112
AUT163	General Motors Internship 1C	1	P: Program Coordinator permission required for this course.
AUT171	General Motors Internship 2	3	P: Program Coordinator permission required for this course.
AUT201	General Motors Powertrain Control Systems	3	P: AUT112, AUT114
AUT203	General Motors Manual Drivetrain Systems	3	P or C: AUT112
AUT261	General Motors Internship 3A	1	P: Program Coordinator permission required for this course.
AUT262	General Motors Internship 3B	1	P: Program Coordinator permission required for this course.
AUT263	General Motors Internship 3C	1	P: Program Coordinator permission required for this course.
AUT205	General Motors Automatic Drivetrain Systems	3	P: AUT112, AUT114, AUT201
AUT207	General Motors Climate Control and Safety Systems	3	P: AUT112, AUT114
	Certificate Program Total Credits	35	

Program Name: General Automotive Service Certificate

Degree Type: Certificate

Certificate Description:

The General Automotive Service program is designed to accommodate individuals desiring an understanding of engine operation and repair, along with knowledge of automotive electrical, brake, steering, and suspension systems.

Purpose:

- To provide an understanding of automobile engine operation and repair.
- To provide an understanding of automotive electrical theory and its application.
- To provide in-depth theory of brake, steering, and suspension systems.
- To provide an understanding of the relationship between scientific principles and their application in the automobile.
- **Target Population:**
- Individuals seeking entry-level employment opportunities in the automotive service field.
- Individuals seeking to upgrade their technical skills.
- Individuals preparing for career advancement opportunities in the automotive service field.

Certification Learning Outcomes:

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

1. Use scientific methods and critical thinking to solve problems in science related to the occupation, including but not limited to electricity, chemical reactions, heat, motion, and hydraulics.
2. Demonstrate workplace skills related to the occupation, including but not limited to: seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
3. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
4. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
5. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
6. Apply knowledge of general engine diagnosis and repair, including but not limited to the engine's: cylinder heads, valve train, block, lubrication, and cooling system.
7. Apply knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment, and repair.
8. Apply knowledge of general disc and/or drum brake system, hydraulics, power assist, and ABS (antilock brakes), maintenance, adjustment, diagnosis, and repair.
9. Apply knowledge of general electrical/electronic systems, including but not limited to, starting, charging, lighting, wiring, accessories, diagnosis, and repair.

Program Descriptors:

The courses in the program are accredited by Automotive Service Excellence Education Foundation (A.S.E.)

This Certificate will prepare students for the Automotive Service Excellence Education Foundation (A.S.E.) G1, A1, A4, A5, A6, A7 exams as well as additional automotive elective area selected.

Program Certificate Requirements (21 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT-130	Auto Maintenance and Light Repair	3	None
AUT-133	Electrical/Electronics Systems	3	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT-138	Brakes Systems	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-136	Suspension and Steering	3	P or C: AUT-130 or with permission of the Coordinator
AUT-131	Engine Repair	3	P or C: AUT-130 or with permission of the Coordinator
AUT-237	Heating and Air Conditioning	3	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-Elective	Automotive Elective	3	Based on specific AUT elective course
	Program Certificate Total Credits	21	

Program Name: CSCU Pathway Transfer Degree: Biochemistry Studies

Degree Type: Associate of Arts

Program Description:

Biochemistry is the study of the chemical processes which occur within and between living organisms. The study of biochemistry deals with the structures, functions and interactions of macromolecules: lipids, nucleic acids, carbohydrates, and proteins. The following program provides a firm grounding in mathematics, physics, biology, and chemistry.

Program Learning Outcomes:

Students completing the CSCU Biochemistry Pathway and earning an Associate's Degree will be able to:

1. Understand and apply a chemical knowledge base to biological phenomena, including theories of chemical bonding and reactivity.
2. Communicate scientific knowledge in written and verbal formats.
3. Demonstrate technical competencies in the application of laboratory skills and safety.
4. Interpret, use and apply scientific literature in the context of biochemical problems.

Program Descriptors:

Students who earn an Associate in Arts degree in Biochemistry Studies from the Connecticut State Community College can transfer their degree to either the Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU) or Western Connecticut State University (WCSU). Students will be credited as meeting the General Education requirements. Students must remain in the corresponding Biochemistry major program for the following bachelor's degrees:

CCSU: Biochemistry – American Chemical Society (ACS) Certified, B.S. CCSU: Biochemistry - General Track, B.S.

ECSU: Biochemistry, B.S.

SCSU: Chemistry - Concentration: Biochemistry, B.S.

WCSU: Chemistry - Biochemistry Option, ACS Approved, B.S. WCSU: Chemistry - Biochemistry Option, non-ACS Approved, B.S.

Full-time students may complete this program in two years. Most courses may not be taken online and some courses are offered during summer sessions. Students who transfer should be able to graduate in 2 years. This assumes a student follows the degree pathway plan created for the student at the time of admission to a four-year school listed above. There are laboratory fees associated with most program courses.

General Education Core Courses (30-40 credits)			
Course Number or Category		CourseName	# of Credits
1	ENG*101	Written Communication I: English Composition	3
2	MAT*186	Math: Pre-Calculus I	4
3	Arts and Humanities	Any course vetted in Arts and Humanities	3
4	CHE*121	Scientific Reasoning: General Chemistry I	4
5	Social / Behavioral Science	Any course vetted in Social / Behavioral Science	3
6	Written Communication II	Any course vetted in Written Communication II	3
7	CHE*122	Scientific Knowledge and Understanding: General Chemistry II	4
8	Historical Knowledge	Any course vetted in Historical Knowledge	3
9	Oral Communication	Any course vetted in Oral Communication	3
10	CCS*101	Continued Learning and Information Literacy Elective: CCS*101 College and Career Success (This course meets the General Education Diversity Requirement.)	3
General Education Core Credits			33

Program Requirements (28 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
BIO*121	General Biology I	4	TBD
MAT*254	Calculus I	4	TBD
CHE*211	Organic Chemistry I	4	TBD
CHE*212	Organic Chemistry II	4	TBD
PHY*221	Calculus-based Physics I	4	TBD
BIO*235	Microbiology	4	TBD
BIO*122* or PHY*222	General Biology II* or Calculus-based Physics II (*BIO*122 is recommended for students who wish to transfer to SCSU and WCSU, otherwise students should take PHY*222.)	4	TBD
Program Requirement Credits		28	
General Education Core Credits		33	
Program Total Credits		61	

Program Name: Business Office Technology

Degree Type: A.S.

Program Description:

Business Office Technology:

In today's fast-paced, technology-driven workplace, administrative support professionals are highly valued members of any organization. They must use technology to originate, access, manage and manipulate information. In addition, they function independently in initiating office communications, accessing and tracking records and information, and problem-solving the various details of the day-to-day office operations. As contributing members of management teams, administrative professionals must assume a high level of responsibility and work independently to exercise initiative and judgment and to adapt to new technologies and procedures.

Students in this degree program can choose between two options (or specializations) depending on their career goals:

Office Option:

This option provides students with the skills necessary to excel in this rapidly changing and challenging office environment. Students will become skilled in keyboarding, word processing, business and computerized communication, and office applications and procedures.

Graduates of this program have gained entry-level employment in a variety of administrative support settings throughout the local communities. Graduates have recently been placed in positions at colleges and universities, insurance carriers, elementary and secondary schools, construction companies, municipalities, home health and social organizations, etc.

Medical Option:

Highly skilled administrative medical professionals are essential in any health care setting. This option prepares students with the competencies and knowledge necessary to excel and contribute as a positive team member in the medical administrative environment. Students become proficient in word processing, medical terminology, computerized communication, health information principles, medical coding and reimbursement, and state-of-the-art medical software simulations integrating practice management and Electronic Health Records applications. The national and local job market continues to be strong for students enrolled in this option. According to the Bureau of Labor Statistics, employment of medical records and health information technicians is expected to increase by 8 percent from 2019 to 2029, faster than the average for all occupations. This growth is a direct result of the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2009, which was passed to promote and expand the adoption of health information technology as well as an aging workforce in this specialty area, which is promoting continued demand for these highly skilled health care professionals. Subsequently, the extensive use of electronic health records by all types of healthcare providers will lead to an increased need for medical administrative professionals to organize and manage the associated information in all areas of the healthcare industry.

Program Learning Outcomes:

Business Office Technology:

Upon successful completion of all Business Office Technology degree program requirements, graduates will be able to:

1. Demonstrate keyboarding and data-entry speed and accuracy, including proofreading, using industry accepted standards.
2. Create and modify standard types of business communications in both printed and electronic forms.
3. Acquire up-to-date skills in the following areas: accounting, word processing, spreadsheet, database, project management, presentation, personal information management, web technologies, and speech recognition.
4. Show effective time management and organizational skills.
5. Display strong interpersonal and human relations skills required for success in a professional setting including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human-relations and creativity.
6. Demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty and confidentiality.
7. Contribute as a productive team member in a culturally and intellectually diverse global environment.

Office Option:

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

1. Exhibit verbal, non-verbal and written communication skills.
2. Perform advanced business application skills.
3. Develop a portfolio that showcases talents, promotes self-evaluation, and provides validation for employment or promotion.
4. Apply business concepts and critical thinking skills to make sound professional and ethical decisions in the workplace.

Medical Option:

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

1. Define and apply medical terminology.
2. Execute medical office procedures used in today's technological work environment.
3. Understand and perform medical practice management/patient accounting operations.
4. Demonstrate accuracy in medical billing and coding procedures.
5. Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.

Program Descriptors:

Office Option:

Upon completion of this option, graduates gain direct entry into the local general administrative support job market in such positions (titles vary depending on the organization) as: Executive Assistant, Administrative Assistant, Project Coordinator/Project Assistant, Administrative Specialist/Associate, Program Assistant, Accounting Clerk, Office Manager, Office Clerk, School Secretary, Sales/Marketing Assistant, Human Resources Assistant, Customer Service Representative, Property Management Assistant, Mortgage Assistant, Claims Processor, Dispatcher, Data Entry Verification Specialist, and Receptionist.

Upon completion of this option, graduates can elect to take the following industry-recognized certifications:

- Microsoft Office Specialist (certifications by exam per application)
- Certified Associate in Project Management (CAPM)
- Certified Administrative Professional (CAP)

Medical Option:

Upon completion of this option, graduates gain direct entry into the local medical administrative job market in such positions as: Medical Administrative Assistant, Medical Coder, Insurance Billing Specialist, Medical Records Technician, Release of Information Coordinator, Electronic Medical Records (EMR), Abstractor/Auditor, Medical Records Clerk, Medical Data Entry Specialist, Medical Front Desk Coordinator, Patient Registration/Admissions Clerk, and Insurance Verification Clerk.

Upon completion of this option, graduates can elect to take the following national industry-recognized certifications:

- Certified Professional Coder (CPC) via the American Association of Professional Coders (AAPC)
- Certified Professional Biller (CPB) via the American Association of Professional Coders (AAPC)
- Certified Electronic Health Record Specialist (CEHRS) via the National Healthcareer Association (NHA)
- Certified Billing and Coding Specialist (CBCS) via the National Healthcareer Association (NHA)
- Certified Medical Reimbursement Specialist (CMRS) via American Medical Billing Association (AMBA)

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	Math	MAT*109 or MAT*165 or higher	3-4
3	Arts and Humanities	Choose one from Arts and Humanities	3
4	Science	Choose one from: Scientific Reasoning or Scientific Knowledge and Understanding (Include notation: BIO* 110 or BIO* 115: Human Biology for Med Option)	3-4
5	Soc/Beh Sciences	SOC*101 Principles of Sociology or PSY *111 General Psychology I	3
6	COM*173 or BBG*210	Public Speaking or Business Communications	3
7	CCS*101	College Career and Success	3
General Education Core Credits			21-23

Total Program Requirements (36 – 39 credits)			
Program Required Courses (24-25 credits)			
CourseNumber	CourseName	# of Credits	Pre-req./Co-req. Course #
BOT* 111	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I)	3	None
BOT*164 or ACC*100 or ACC*113	Office Accounting or Basic Accounting or Principles of Financial Accounting	3	None None Eligibility for ENG*101 or MAT*095 or higher
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
Application Electives	Choose 2 from the following list: BOT 112 Keyboarding & Document Production II (formerly Keyboarding for Information Processing II) BOT 137 Word Processing Applications BOT 219 Integrated Applications CSA 105 Introduction to Software Applications	6	C-or better in BOT 111 BOT*111 None Eligibility for ENG*093
CSA*135	Spreadsheet Applications	3	Eligibility for MAT*109 or higher
BOT*296 or BOT*279 or CST*205	Cooperative Work Experience orBOT Administrative Practicum or Project Management	3-4	Permission of Program Coordinator Completion of ENG* 101 with a C- or higher
BMG*202 or BMG*210/PSY* 247 or BMG*220	Principles of Management or Industrial and Organizational Behavior orHuman Resource Management	3	Varies
		24-25	

Program Differentiated Option #1 Name: Office Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CSC*101 or CST*114	CSC*101 Introduction to Computers or CST*114 Web Essentials	3	Eligibility for MAT*095 and ENG*101 None
ENG*102 or ENG*200	Literature & Composition Advanced Composition or	3	ENG* 101 with a grade of C or better
Business/Ethics Electives	Choose 2 from the following list: BBG*231 - Business Law I BBG*234 - Legal Environment of Business BMG*204 - Managerial Communication BES*218 - Entrepreneurship BMK*201 - Principles of Marketing BMK*220 - Sales BBG*240 - Business Ethics PHL*112 - Medical Ethics	6	Varies
Application Elective	Choose one from the list: CSA 205 Advanced Applications CSA 140 Database Applications	3	Completion of CSA*105 with a C-or better CSA*105 or CSA*101
		15	
	Total Program Requirement Credits with Differentiated Option #1	39-40	
	General Education Core Credits	21-23	
	Program Total Credits for Differentiated Option #1	60-63	

Program Differentiated Option #2 Name: Medical Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BOT*180 or HIM*101	Medical Terminology	3	None
BOT*181	Medical Coding I	3	BOT*180 or HIM 101
BOT*182	Medical Coding II	3	BOT*181
BOT*288 or HIM*201	BOT*288 Medical Practice Management Applications (formerly Medical Practice Management Software Applications) or Health Information Management Principles	3	Completion of BOT* 111 and BOT* 180 or HIM*101 Eligibility for ENG*093
BOT*287 or BOT*291	Foundations/Medical Management Insurance or Electronic Health Records	3	BOT*180 or HIM*101 Completion of BOT* 288 with a C or higher
		15	
	Total Program Requirement Credits with Differentiated Option #2	39-40	
	General Education Core Credits	21-23	
	Program Total Credits for Differentiated Option #2	60-63	

Program Name: Communication

Degree Type: Associate of Science

Program Description:

Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion.

Students will be able to think critically; develop and present arguments; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

Students will have the opportunity to focus in one of three areas of specialization: Human Communication, Media Communication, and Journalism, each preparing students for in-demand careers.

Program Learning Outcomes:

1. Describe the Communication discipline and its central questions
2. Employ Communication theories, perspectives, principles, and concepts
3. Create messages appropriate to the audience, purpose, and context
4. Critically analyze messages
5. Apply ethical communication principles and practices
6. Influence public discourse

Program Descriptors: None

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2		Math College Level Algebra OR Math for Liberal Arts	3
3	COM 154	Arts and Humanities: Film Study	3
4		Scientific Reasoning/ Scientific Knowledge and Understanding Any course in Scientific Knowledge/Reasoning	3-4
5		Social / Behavioral Science Choose one: PSY 111, SOC 101, HIS 101, ANT 101, ANT 105	3
6	COM 173 or COM 172	Oral Communication Public Speaking or Interpersonal Communication	3
7	CCS 101	Continued Learning/Info Literacy College and Career Success	3
General Education Core Credits			21-22

Total Program Requirements (39 credits)			
Program Required Courses (24 credits)			
CourseNumber	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 100	Introduction to Communication	3	Eligibility for ENG 101
COM 101	Introduction to Mass Communication	3	Eligibility for ENG 101
COM 173 or COM 172	Public Speaking or Interpersonal Communication	3	Com 173 and COM172 (Eligibility for ENG 101)
COM 113	Social Media in Contemporary Society	3	Eligibility forENG 101
COM 121 OR, COM 131 OR, COM 166 OR COM 211	COM 121 Journalism or, COM 131 Audio Production or,COM 166 Video Production or,COM 211 Screenwriting	3	COM 121 (ENG 101) COM 131 (none) COM 166 (none) COM 211(Eligibilityfor ENG 101)
	COM Elective	3	
	Open Elective Credits	6	
		24	

Program Differentiated Option #1 Name: Media Production			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 131	Audio Production (if taken, open elective)	3	COM 131 (none)
COM 166, COM 141	COM 166 Video Production or COM 141 TV Production	3	COM 166 (none) COM 141 (none)
COM 295	Internship	3	
COM 116, COM 121, COM 166, COM 211	Media Production Elective: COM 116 Publication Workshop or, COM 121 Journalism or, COM 166 Video Production or, COM 211 Screenwriting	3	COM 116 (ENG *101 and basic computer literacy), COM 121 (ENG 101) COM 166 (none) COM 211 (Eligibility for ENG101)
	Digital Arts Design Elective: DAT*, DGA*, GRA*	3	
		15	
	Total Program Requirement Credits with Differentiated Option #1	39	
	General Education Core Credits	21-22	
	Program Total Credits for Differentiated Option #1	60-61	
Program Differentiated Option #2 Name: Human Communication			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 178	Group Communication	3	Eligibility for ENG 101
COM 202	Intercultural Communication	3	Eligibility for ENG 101
SOC 110, PSY 111, ANT 105	Introduction to Sociology, or General Psychology, or Introduction to Cultural Anthropology	3	Eligibility for ENG 101
	Open electives	6	
		15	
	Total Program Requirement Credits with Differentiated Option #2	39	
	General Education Core Credits	21-22	

CT State Community College Common Program Differentiated Options Template

Program Total Credits for Differentiated Option #2		60-61	
Program Differentiated Option #3 Name: Journalism			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 121	Journalism I (if taken, open elective)	3	ENG 101
COM 116	Publication Workshop (if taken, open elective)	3	ENG 101
COM 141, or COM 131, or COM 166, or COM 211	Media Production Elective: COM 141 TV Production; COM 131 Audio Production, COM 166 Video Production; COM 211 Screenwriting	3	COM 141, 131, 166 (none) COM 211 (Eligibility for ENG101)
COM 229/ENG 280, COM 201	Advanced Writing Elective: COM 229/ENG 280 Creative Writing Non-fiction, or COM 201 Introduction to Public Relations	3	COM 229/ENG 280 (ENG 101) COM 201 (ENG 101 and basic computer literacy)
COM 295	Internship	3	
		15	
Total Program Requirement Credits with Differentiated Option #3		39	
General Education Core Credits		21-22	
Program Total Credits for Differentiated Option #3		60-61	

Program Name: CSCU Pathway Transfer A.A. Degree: Communication Studies

Degree Type: A.A.

Program Description:

Community College students can complete associate degree programs that transfer without hassle to all Connecticut State Universities and Charter Oak State College offering their major. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or be required to take any extra credits. (<https://www.ct.edu/transfer/tickets>)

Program Objectives:

1. Complete an Associate of Arts degree in Communication Studies.
2. Transfer seamlessly into a Bachelor of Arts/Science degree program in Communication/ Strategic Communication/ Media Studies/ Media Arts with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

Program Outcomes

1. Describe the Communication discipline and its central questions
2. Employ Communication theories, perspectives, principles, and concepts
3. Create messages appropriate to the audience, purpose, and context
4. Critically analyze messages
5. Apply ethical communication principles and practices
6. Influence public discourse

Program Descriptors: None

General Education Core Courses (30-40 credits)		
Course Number	Course Name	# of Credits
1	ENG*101 English Composition	3
2	MAT Math 100 or higher (college level) College Level Algebra OR Math for Liberal Arts	3
3	COM 154 Arts and Humanities: Film Study	3
4	Scientific Reasoning Any AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Reasoning	3-4
5	PSY 111 SOC 101 ANT 101 ANT 105 Social / Behavioral Science Choose one: PSY 111, SOC 101, ANT 101, ANT 105	3
6	Written Communication II ENG course vetted for Written Communication II outcomes	3
7	Scientific Knowledge and Understanding AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4
8	Historical Knowledge HIS course vetted for Historical Knowledge outcomes	3
9	COM 173 COM 172 Oral Communication Public Speaking or Interpersonal Communication	3
10	CCS 101 Continued Learning & Information Literacy College and Career Success	3
General Education Core Credits		30-32

Program Requirements (30-34 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Additional General Education Elective I – CreativityAny course vetted for Creativity outcomes	3	
COM 202	Additional General Education Elective II – Global KnowledgeCOM 202 Intercultural Communication	3	Eligibility for ENG 101
COM 101	COM 101- Introduction to Mass Communication	3	Eligibility for ENG 101
COM 100	COM 100- Introduction to Communication	3	Eligibility for ENG 101
COM 172 or COM 173	COM 172 - Interpersonal Communication or COM 173 - PublicSpeaking**	3	COM 172 & 173 Eligibility for ENG 101
Media Prod/Media Writing	COM 121- Journalism, COM 131- Audio Production,COM 166 Video Production, COM 121 Scriptwriting	3	COM 121 (ENG 101) COM 131 (none) COM 166 (none) COM 211(Eligibilityfor ENG 101)
COM Electives	COM electives	3	
	Unrestricted Electives	9	
	** If COM 172/173 are both taken, students have option to use 3 credits of unrestricted elective		
		30-34	
	Program Requirement Credits	30	
	General Education Core Credits	30-32	
	Program Total Credits	60-62	

Credit Certificate Program Name: Computed Tomography

Certificate Description: The Computed Tomography (CT) program at the Middlesex Campus of CT State Community College (CT State) is designed to prepare certified/registered imaging professionals registered with the American Registry of Radiologic Technologists (ARRT) in Radiography, Nuclear Medicine Technology (registration with Nuclear Medicine Technology Certification Board (NMTCB) is also accepted), or Radiation Therapy for immediate employment in the workplace as CT Technologists in hospitals, clinics, and medical offices. The program emphasizes that quality patient care will be provided by individuals who have received instruction based on educational and instructional guidelines consistent with the profession.

Certificate Learning Outcomes:

The Middlesex Campus of CT State CT Program is dedicated to educating and training students to become certified/registered, professional, and competent technologists in the field of CT within Radiologic Sciences. The mission statement is realized through the attainment of the following goals:

Goal: Students will be clinically competent in CT.

Student Learning Outcomes:

- Students will correctly apply positioning skills for patient CT procedures based on patient assessment.
- Students will select appropriate technical factors for patient CT procedures based on patient assessment.
- Students will practice radiation safety.

Goal: Students will use critical thinking skills in CT.

Student Learning Outcomes:

- Students will correctly apply positioning skills for patient CT procedures based on patient assessment.
- Students will select appropriate technical factors for patient CT procedures based on patient assessment.
- Students will practice radiation safety.

Goal: Students will demonstrate professional behaviors.

Student Learning Outcomes:

- Students will demonstrate professional behaviors.

Goal: Students will communicate effectively.

Student Learning Outcomes:

- Students will use effective oral communication skills.
- Students will practice effective written communication skills.

The Program's mission is achieved when the student has successfully completed and achieved all Program Goals and Outcomes. The program mission complements the missions and values of our clinical affiliates.

Certificate Descriptors: What else is important to know about this certificate? Is it eligible for Workforce Innovation and Opportunity Act (WIOA) or other specialized funding that affects program length or structure? NO.

Students must be certified/registered imaging professionals registered with the ARRT in Radiography, Nuclear Medicine Technology (registration with NMTCB is also accepted), or Radiation Therapy.

Does it prepare students for a specialized exam or industry certification? Yes. This program prepares students to take the national CT certification examination provided by the ARRT.

Are there pre-requisite courses or professional experiences? Please include this type of information here. This is a

selective admission program; thus, students must be accepted into the program in order to register for program courses. Selective admissions criteria are completed program application which includes high school transcript, complete immunization records, ARRT/NMTCB certification, copy of a current State of Connecticut Radiographer license (as applicable), and interview. According to the ARRT supporting category requirements, the supporting categories prerequisites (primary certifications) for computed tomography are radiography, nuclear medicine technology (NMTCB) and radiation therapy. Thus, the post primary certification will be computed tomography.

The Middlesex Campus of CT State CT Certificate program is a two-semester program for certified/registered Radiographers interested in a career as a CT Technologist. The program accepts and starts a new class during the fall semester each year.

Following the successful completion of all Program requirements and obligations to the college, students are awarded the Certificate in CT and are eligible to take the ARRT post-primary exam in CT. A minimum score of 75 on the national post-primary certification examination is required for CT certification.

The program adheres to CT State Student and Faculty Non-Discrimination policies in that there is no discrimination of student or faculty on the basis of race, color, national or ethnic origin, religion, age, sex, marital or veteran status, sexual orientation, physical disability, or any other legally protected status.

Our graduates are allied health professionals who administer ionizing radiation for diagnostic, therapeutic or research purposes. They perform CT procedures and related techniques producing data at the request of and interpretation by a licensed independent practitioner. Employment opportunities include education, sub-specialization, sales and applications, and administration.

Certificate Program Requirements (21 credits)			
Course Number	Course Name	# of Credits	Prereq/Coreq Course #
CAT*201/ MRI*201	Cross Sectional Anatomy I	1	P: Admission to the CT Program, and ARRT Registered Radiographer, or Nuclear Medicine (or NMTCB), or Radiation Therapy OR Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Permission of the Middlesex Campus Program Coordinator. C: CAT*202, CAT*203, and CAT*204 OR MRI*202, MRI*203, MRI*204, and MRI*206
CAT*202	CT Image Display, Post Processing & Quality Assurance I	2	P: Admission to the CT Program, and ARRT Registered Radiographer, or Nuclear Medicine (or NMTCB), or Radiation Therapy OR Permission of the Middlesex Campus Program Coordinator. C: CAT*201/MRI*201, CAT*203, CAT*204
CAT*203	CT Procedures & Instrumentation I	2	P: Admission to the CT Program, and ARRT Registered Radiographer, or Nuclear Medicine (or NMTCB), or Radiation Therapy OR Permission of the Middlesex Campus Program Coordinator. C: CAT*201/MRI*201, CAT*202, CAT*204
CAT*204	Clinical Experience I	4	P: Admission to the CT Program, and ARRT Registered Radiographer, or Nuclear Medicine (or NMTCB), or Radiation Therapy OR Permission of the Middlesex Campus Program Coordinator. C: CAT*201/MRI*201, CAT*202, CAT*203
CAT*205/ MRI*205	Cross Sectional Anatomy II	2	P: CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204: All courses with a grade of C or better OR MRI*201/CAT*201, MRI*202, MRI*203, MRI*204, and MRI*206: All courses with a grade of C or better. C: CAT*206, CAT*207, and CAT*208 OR MRI*207, MRI*208, MRI*209, and MRI*210
CAT*206	CT Image Display, Post Processing & Quality Assurance II	3	P: CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all. C: CAT*205/MRI*205, CAT*207, CAT*208
CAT*207	CT Procedures & Instrumentation II	3	P: CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all. C: CAT*205/MRI*205, CAT*206, CAT*208
CAT*208	Clinical Experience II	4	P: CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204 with a "C" or better for all. C: CAT*205/MRI*205, CAT*206, CAT*207
Certificate Program Total Credits		21	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

CT STATE COMMUNITY COLLEGE: CRIMINAL JUSTICE DEGREE

Program: Criminal Justice A.S Degree

Degree Type: Associates of Science Degree

Program Description:

This program is for students who are interested in a career in law enforcement, corrections, security, or the court and legal system. The Associates in Science degree will allow a student to pursue a career immediately upon completion or to transfer to a four-year institution. The program offers a general track in criminal justice or students can choose from the eight areas of concentration.

Degree concentration areas include:

- Law Enforcement: Available at all of the community colleges.
- Corrections: TXCC and ACC
- Homeland Security: TRCC and TXCC
- Criminal Investigations: HCC and MCC
- Juvenile Justice: MXCC
- Victimology: CCC, NVCC, and MXCC
- Law and Legal: HCC and MCC
- Computer Crimes Investigations: NVCC and MCC

Concentration Areas Descriptions:

- **Law Enforcement:** The Law Enforcement concentration provides specialty, in-depth training to students interested in pursuing a career in law enforcement at the state, local or federal levels. It combines specialized criminal justice, law enforcement, and general education coursework to provide students with the knowledge and skills they need in the law enforcement field.
- **Corrections:** The Corrections concentration prepares students for entry into the field of corrections or for advancement opportunities for those currently employed in the field. It combines specialized criminal justice, corrections, and general education coursework to provide students with the knowledge and skills they need in the corrections field.
- **Homeland Security:** The Homeland Security concentration prepares students for the interdisciplinary field of homeland security. It combines specialized criminal justice, homeland security and general education coursework to provide students with the knowledge and understanding needed for careers in homeland security as well as careers requiring skill sets in planning and disaster response. ***Note:** This concentration area integrates a model developed by Global Corporate College and the Transportation Security Administration (TSA).
- **Criminal Investigations:** The Criminal Investigations concentration enables students to advance to investigative positions in their current employment or gain employment in an investigative position. It combines specialized criminal justice, investigative and general education coursework to provide students with the knowledge and skills needed in investigative roles. ***Note:** Current law enforcement officers may take courses in this track for professional development.
- **Juvenile Justice:** The Juvenile Justice concentration prepares students for work with juveniles and adolescents within the justice system and related fields. It combines specialized coursework in psychology, sociology, human services and criminal justice as well as general education coursework to provide students with the knowledge and skills they need in working with youth and adolescents. Students also gain experience in case management and intervention strategies.
- **Victimology:** The Victimology concentration prepares students for entry into a wide variety of positions in law

enforcement, criminal justice, the courts, corrections, and victim services programs, as well as professional settings involving work with victims of crime, their families, and the community at large. It combines specialized criminal justice, victimology and general education coursework to provide students with knowledge and skills needed in working with victims.

- **Law and Legal:** The Law and Legal concentration provides students with an understanding of fundamental principles of law and analyzes the role and function of the American legal system within societal and political context. This course of study develops critical thinking, logical reasoning and writing skills, and prepares students for baccalaureate study and law-related careers.
- **Computer Crimes Investigations:** The Computer Crimes Investigations concentration area is designed for students seeking to pursue a career investigating computer and technology related crimes or those already in the field seeking to gain additional credentials. It combines specialized criminal justice, skill development and general education coursework to provide students with the knowledge and skills they need for a career in digital investigations.

Criminal Justice Program Learning Outcomes:

1. Complete an Associate of Science degree in Criminal Justice.
2. Develop skills necessary to secure employment within field of criminal justice.
3. Transfer into a Bachelor Degree Program.

Criminal Justice Program Student Learning Outcomes:

1. Demonstrate an understanding of the roles of police, courts and corrections and explain the functions they serve within the criminal justice system and the community.
2. Apply principles of constitutional and criminal laws that protect the rights of and regulate conduct of a culturally diverse society.
3. Demonstrate knowledge of theories, principles, processes of the criminal justice system.
4. Prepare written documents and deliver oral presentations related to the criminal justice field.

Concentration Areas Student Learning Outcomes:

Law Enforcement:

- Explain the history and development of state, local and federal law enforcement agencies in the United States and as well as the current role and function within the criminal justice system.
- Apply principles of constitutional and criminal laws that protect the rights of and regulate the conduct of individuals in a culturally diverse society in the context of policing.
- Demonstrate knowledge of theories, principles, and processes of the criminal justice system as they apply to the law enforcement field.
- Identify career paths in the field of law enforcement.

Corrections:

- Explain the history and development of the system of corrections and community corrections in the United States and around the world and as well as the current role and function within the criminal justice system.
- Apply principles of constitutional and criminal laws that protect the rights of and regulate the conduct of individuals in a culturally diverse society in the context of correctional supervision.
- Demonstrate knowledge of theories, principles, and processes of the criminal justice system as they apply to the corrections field.
- Identify career paths in the field of corrections

Homeland Security:

- Explain the history and development of the field of homeland security in the United States and as well as the current role and function of agencies focused on national security, hazard mitigation and disaster response.
- Outline legal principles related to the field of homeland security as well as the administration of response

organizations.

- Demonstrate knowledge of appropriate strategic, tactical and task considerations in responding to incidents of national significance.
- Identify career paths in the field of homeland security and disaster management.

Criminal Investigations:

- Explain the practical, legal and logistical components of a criminal investigation.
- Apply principles of constitutional and criminal laws to criminal investigations with a focus on 4th amendment standards of search and seizure as well as admissibility of evidence.
- Demonstrate the ability to prepare written reports that integrate best practices for various types of investigations.
- Identify career paths that focus on investigations.

Juvenile Justice:

- Outline the major developmental theories and the relationship to juvenile delinquency.
- Describe the history and evolution of the juvenile justice system in America.
- Identify contemporary issues in juvenile justice.
- Articulate significant differences between the juvenile and adult justice systems in the United States.
- Apply evidence-based intervention strategies in addressing juvenile delinquency and identify career paths that involve work with juveniles.

Victimology:

- Explain the historical development of victimology and the victim's movement in the United States.
- Demonstrate knowledge of theories, principles, and processes of the criminal justice system as they apply to working with victims of crime.
- Outline legal principles related to victim's rights.
- Identify career paths that involve working with victims.

Law and Legal:

- Explain the history and development of state, local and federal court systems in the United States and as well as the current role and function within the criminal justice system.
- Demonstrate knowledge of theories, principles, and processes of the criminal justice system as they apply to the law and courts.
- Outline the rights and protections afforded to citizens under the U.S. Constitution.
- Identify career paths in the law and legal field.

Computer Crimes Investigations:

- Explain the process of conducting computer crime investigations and indicating security characteristics, threats, and responses.
- Demonstrate comprehensive knowledge of cybercrime-focused digital forensics and develop the ability to apply digital forensic knowledge to cybercrime cases.
- Apply principles of evidence collection and standards of legal admissibility to digital evidence and computer crime investigations.
- Identify career paths in the field of computer crime investigations.

Program Descriptors:

The Criminal Justice Program has active articulation agreements with the following institutions:

- | | |
|--|-------------------------------|
| ▪ Connecticut Police Officer Standards and Training Council (POST-C) Municipal Police Academy. | ▪ Albertus Magnus |
| ▪ Mitchell College | ▪ University of Bridgeport |
| ▪ Post University | ▪ Westfield State College |
| ▪ University of New Haven | ▪ Goodwin University |
| ▪ John Jay College of Criminal Justice | ▪ Western New England College |
| ▪ University of Hartford | ▪ Charter Oak State College |
| ▪ Sacred Heart | ▪ C SCU's |

General Education Core Courses (27-28 credits)			
Competency		Course Name	# of Credits
1	Written Communication I	ENG 101: English Composition	3
2	Written Communication II	ENG 102: Literature Composition OR ENG 202: Technical Writing OR CJS 259: Research and Writing in Criminal Justice (Pending GE Approval)	3
3	MAT 100 of Higher	MAT 100 of Higher	3
4	Arts and Humanities	Any course vetted as Arts and Humanities	3
5	Scientific Knowledge OR Scientific Reasoning	CJS/SCI 226: Introduction to Forensic Science OR CJS/SCI 285: Forensic Science with Laboratory (Recommended but not required) (Pending GE Approval)	3-4
6	Social / Behavioral Science	PSY 111: General Psychology (Pending GE Approval)	3
7	Oral Communication	Any course vetted as Oral Communication	3
8	Social / Behavioral Science	SOC 101: Principles of Sociology (Pending GE Approval)	3
9	Continued Learning / Info Literacy	CCS 101: College and Career Success Course	3
General Education Core Credits			27-28 Credits
Criminal Justice Core Courses (33 credits)			
Total Program Requirements (33 credits)			
Criminal Justice Program Required Courses (21 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 101	CJS 101: Introduction to Criminal Justice	3	Pending
CJS 211	CJS 211: Criminal Law I	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 213	CJS 213: Evidence and Procedure	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 201/SOC 240	CJS 201/SOC 240: Criminology	3	ENG 101 with C- or better and CJS 101 with C- or better or SOC 101 with C- or better
CJS 290 OR CJS 288	CJS 290: Practicum OR CJS 288: Careers in CJ	3	Enrollment in CJ Program and permission by CJ PC
POL 111 OR POL 112	POL 111: American Government OR POL 112: State and Local Government, OR POL 120: Introduction to Law (LGL 101).	3	Unknown

CJS 245 OR CJS 247 OR CJS 255 OR CJS 294	CJS 245: Diversity and Multiculturalism in CJ OR CJS 247: Fair and Impartial Policing OR CJS 255: Ethical Issues in CJ OR CJS 294: Contemporary Issue in CJ	3	ENG 101 with C- or better and CJS 101 with C- or better
Criminal Justice Concentration Courses (12 Credits)			
Varies	See concentration lists	3	Varies
Varies	See concentration lists	3	Varies
Varies	See concentration lists	3	Varies
Varies	See concentration lists	3	Varies

Law Enforcement Concentration			
Program Differentiated Option #1 Name: Law Enforcement Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 105	CJS 105: Introduction to Law Enforcement	3	Pending
CJS 120	CJS 120: Police in the Community	3	ENG 101 with C- or better and CJS 101 with C- or better
CJ S124	CJS 124: Spanish for Criminal Justice Professional	3	None
CJS 139	CJS 139: Interview and Interrogation	3	CJS 101 with C- or better
CJS 152	CJS 152: Introduction to Digital Forensic Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 220	CJS 220: Criminal Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 227	CJS 227: Forensic and Crime Scene Photography	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 237	CJS 237: Crime Scene Processing	3	CJS 220 with a C- or better
CJS 238	CJS 238: White Collar Crime	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 250	CJS 250: Police Management and Administration	3	ENG 101 with C- or better and CJS

			101 with C- or better
CJS 251	CJS 251: Police Management Seminar	3	CJS 250 with C- or better
CJS 253	CJS 253: Interpersonal Dynamics for CJ Professionals	3	ENG 101 with C- or better and CJS 101 with C- or better
Varies	Combination of 3 one credit CJS courses	3	Varies
Total Program Requirement Credits with Differentiated Option #1		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #1		60-61	

Corrections Concentration			
Program Differentiated Option #2 Name: Corrections Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 102	CJS 102: Introduction to Corrections	3	Pending
CJS 139	CJS 139: Interview and Interrogation	3	CJS 101 with C- or better
CJS 155	CJS 155: Probation Practices and Policies	3	CJS 101 with C- or better
CJS 240	CJS 240: Correctional Administration	3	CJS 102 with C- or better and ENG 101 with C- better
CJS 241	CJS 241: Correctional Counseling I	3	CJS 102 with C- or better and ENG 101 with C- better
CJS 243	CJS 243: Institutional Treatment of the Offender	3	CJS 102 with C- or better and ENG 101 with C- better
CJS 244	CJS 244: Community Based Corrections	3	CJS 102 with C- or better and ENG 101 with C- better
CJS 253	CJS 253: Interpersonal Dynamics for CJ Professionals	3	ENG 101 with C- or better and CJS 101 with C- or better

CJS 261	CJS 261: Restorative Justice and Mediation	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 280	CJS 280: Victimology	3	ENG 101 with C- or better and CJS 101 with C- or better
Varies	Combination of 3 one credit CJS courses	3	Varies
Total Program Requirement Credits with Differentiated Option #2		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #2		60-61	

Homeland Security Concentration			
Program Differentiated Option #3 Name: Homeland Security			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 106	CJS 106: Introduction to Homeland Security	3	Pending
CJS 139	CJS 139: Interview and Interrogation	3	CJS 101 with C- or better
CJS 152	CJS 152: Introduction to Digital Forensic Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 158	CJS 158: Intelligence Analysis and Security Management	3	Co-requisite CJS 106
CJS 160	CJS 160: Emergency Management and Disaster Mitigation	3	CJS 101 and Eligible for ENG 101
CJS 172	CJS 172: Domestic and International Terrorism	3	Eligible of ENG 101
CJS 222	CJS 222: Computer Investigation Techniques	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 281	CJS 281: Transportation and Border Security	3	CJS 158 with a C- or better
Total Program Requirement Credits with Differentiated Option #3		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #3		60-61	

Criminal Investigations Concentration			
Program Differentiated Option #4 Name: Criminal Investigations Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 139	CJS 139: Interview and Interrogation	3	CJS 101 with C- or better
CJS 220	CJS 220: Criminal Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 221	CJS 221: Arson Investigations	3	CJS 220 with C- or better and ENG 101 with C- or better
CJS 222	CJS 222: Computer Investigation Techniques	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 227	CJS 227: Forensic and Crime Scene Photography	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 237	CJS 237: Crime Scene Processing	3	CJS 220 with a C- or better
CJS 238	CJS 238: White Collar Crime	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 272	CJS 272: Forensic Psychology	3	ENG 101 with C- or better and CJS 101 with C- or better or PSY 111 with a C- or better
ACC 170	ACC 170: Forensic Accounting and Fraud Examination	3	Unknown
Varies	Combination of 3 one credit CJS courses	3	Varies
	Total Program Requirement Credits with Differentiated Option #4	33	
	General Education Core Credits	27-28	
	Program Total Credits for Differentiated Option #4	60-61	

Juvenile Justice Concentration			
Program Differentiated Option #5 Name: Juvenile Justice Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			

Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 139 OR HSE 202	CJS 139: Interviewing and Interrogations OR HSE 202: Introduction to Counseling and Interviewing	3	CJS 101 with a C- or better
CJS 202	CJS 202: Juvenile Delinquency	3	ENG 101 with C- or better and CJS 101 with C- or better or SOC 101 with C- or better
CJS 203	CJS 203: Juvenile Justice	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 261	CJS 261: Restorative Justice and Mediation	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 272	CJS 272: Forensic Psychology	3	ENG 101 with C- or better and CJS 101 with C- or better or PSY 111 with a C- or better
CJS 280	CJS 280: Victimology	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 282	CJS 282: Criminal Court Systems and Practices	3	ENG 101 with C- or better and CJS 101 with C- or better and Co-requisite of CJS 211
PSY 201	PSY 201: Lifespan Development	3	Unknown
PSY 204	PSY 204: Child and Adolescent Psychology	3	Unknown
PSY 251	PSY 251: Behavior Disorder of Children and Youths	3	Unknown
	Total Program Requirement Credits with Differentiated Option #5	33	
	General Education Core Credits	27-28	
	Program Total Credits for Differentiated Option #5	60-61	

Victimology Concentration
Program Differentiated Option #6 Name: Victimology Concentration
Required Courses (12 credits) Select 4 of the following classes listed below.

Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 239 OR HSE 202	CJS 139: Interviewing and Interrogations OR HSE 202: Introduction to Counseling and Interviewing	3	CJS 101 with a C- or better
CJS 220	CJS 220: Criminal Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 245	CJS 245: Diversity and Multiculturalism in Criminal Justice (If not taken as part of CJ core)	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 261	CJS 261: Restorative Justice and Mediation	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 272	CJS 272: Forensic Psychology	3	ENG 101 with C- or better and CJS 101 with C- or better or PSY 111 with a C- or better
CJS 280	CJS 280: Victimology	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 282	CJS 282: Criminal Court Systems and Practices	3	ENG 101 with C- or better and CJS 101 with C- or better and Co-requisite of CJS 211
Total Program Requirement Credits with Differentiated Option #6		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #6		60-61	

Law and Legal Concentration			
Program Differentiated Option #7: Law and Legal Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 139 OR HSE 202	CJS 139: Interviewing and Interrogations OR HSE 202: Introduction to Counseling and Interviewing	3	CJS 101 with a C- or better
CJS 203	CJS 203: Juvenile Justice	3	ENG 101 with C- or better and CJS

			101 with C- or better
CJS 210	CJS 210: Constitutional Law	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 212	CJS 212: Criminal Law II	3	CJS 211 with a C- or better
CJS 238	CJS 238: White Collar Crime	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 248	CJS 248: Research Methods in Criminal Justice	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 282	CJS 282: Criminal Court Systems and Practices	3	ENG 101 with C- or better and CJS 101 with C- or better and Co-requisite of CJS 211
POL 120 OR LGL 101	POL 120: Introduction to Law OR LGL 101: Introduction to Law (if not taken in core).	3	Unknown
	Total Program Requirement Credits with Differentiated Option #7	33	
	General Education Core Credits	27-28	
	Program Total Credits for Differentiated Option #7	60-61	

Computer Crimes Investigations Concentration			
Program Differentiated Option #8 Name: Computer Crimes Investigations Concentration			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 152	CJS 152: Introduction to Digital Forensic Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 220	CJS 220: Criminal Investigations	3	ENG 101 with C- or better and CJS 101 with C- or better
CJS 222	CJS 222: Computer Investigation Techniques	3	ENG 101 with C- or better and CJS 101 with C- or better

CJS 224	CJS 224: Computer Crimes	3	Pending
CJS 234	CJS 234: Computer Security and Data Protection	3	None
CJS 235	CJS 235: Information Warfare and Security	3	ENG 101 with C- or better and CJS 101 with C- or better and CJS 234 with a C- or better
Total Program Requirement Credits with Differentiated Option #8		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #8		60-61	

General: No Concentration			
Program Differentiated Option #9 Name: General: No Concentration Selected			
Required Courses (12 credits) Select 4 of the following classes listed below.			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
Varies	Any CJS Designated Course	3	Varies
Varies	Any CJS Designated Course	3	Varies
Varies	Any CJS Designated Course	3	Varies
Varies	Any CJS Designated Course	3	Varies
Total Program Requirement Credits with Differentiated Option #9		33	
General Education Core Credits		27-28	
Program Total Credits for Differentiated Option #9		60-61	

CRIMINOLOGY TAP DEGREE

Program: Criminology Studies

Degree Type: Associates of Arts Degree

Program Description: This program is a **CSCU TAP Transfer Degree** that is intended for Connecticut Community College students to transfer to Connecticut State Universities (Southern CT State University, Central CT State University, Eastern State University, Western State University) and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Program Learning Outcomes:

1. Complete an Associate of Arts degree in Criminology Studies.
2. Transfer seamlessly into a Bachelor of Arts or Science Degree in Criminology or Sociology with a concentration in Criminology with junior-level status at the receiving CSCU institution as part of the CSCU Transfer Ticket program.

Student Learning Outcomes:

1. Identify and explain the basic structures and functions of law enforcement, courts, and corrections within the criminal justice system.
2. Interpret the basic concepts and functions of criminal law.
3. Integrate multidisciplinary theories which constitute the basis for understanding criminality and victimization.
4. Apply constitutional principles that protect the rights of individuals and regulate criminal justice practices and procedures.

General Education Core Credits (30-40 Credits)

Competency		Course Name	# of Credits
1	Written Communication I	ENG 101: Composition	3
2	Written Communication II	ENG 102: Literature and Composition (Recommended) (Pending GE Approval)	3
3	Quantitative Reasoning	MAT 167: Principles of Statistics	3
4	Arts and Humanities	Any course vetted for Arts and Humanities	3
5	Scientific Reasoning	CJS/SCI 285: Forensic Science with Laboratory (Recommended) (Pending GE Approval)	4
6	Scientific Knowledge and Understanding	Any course vetted for Scientific Knowledge and Understanding	3
7	Social / Behavioral Science	PSY 111: General Psychology (Pending GE Approval)	3
8	Historical Knowledge	Any course vetted for Historical Knowledge	3
9	Oral Communication	Any course vetted for Oral Communication	3
10	Continued Learning / Info Literacy	CCS 101: First Year Experience	3
11	Creativity or Global Knowledge	SOC 101: Principles of Sociology (Pending GE Approval)	3
			34

Program Requirements (27 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 101	CJS 101: Introduction to Criminal Justice	3	Pending
CJS 102	CJS 102: Introduction to Corrections	3	Pending
CJS 105 OR CJS 120	CJS 105: Introduction to Law Enforcement OR CJS 120: Police and the Community	3	Pending
CJS 201 OR SOC 240	CJS 201/SOC 240: Criminology	3	ENG 101 with C- or better and CJS 101 with C- or better or SOC 101 with C- or better
CJS 210 OR CJS 213	CJS 210: Constitutional Law OR CJS 213: Evidence and Criminal Procedures	3	ENG 101 with C- or better and CJS 101 with C- or better
Select One Course	Select one of the following: <ul style="list-style-type: none"> • CJS 202/SOC 241: Juvenile Delinquency • CJS 203: Juvenile Justice • CJS 211: Criminal Law I • CJS 220: Criminal Investigations • CJS 226: Introduction to Forensic Science • CJS 280: Victimology • CJS 285/SCI 285: Forensic Science with Laboratory • CJS 290: Practicum in Criminal Justice • CJS 294: Contemporary Issues in Criminal Justice • CJS 298: Special Topics in Criminal Justice 	3	Varies
	Unrestricted Elective	3	
	Unrestricted Elective	3	
	Unrestricted Elective	3	
	Program Requirement Credits	27	
	General Education Core Credits	34	
	Program Total Credits	61	

HOMELAND SECURITY CERTIFICATE

Credit Certificate Program Name: [Homeland Security Certificate](#)

Certificate Description:

This certificate offers students an in-depth understanding of the interrelated duties, relationships and issues of the agencies associated with Homeland Security. Upon completion of the certificate, students will be able to identify, describe and analyze security threats as individuals and in coordinated team settings. It is based on a model developed by Global Corporate College and the Transportation Security Administration (TSA). Tunxis partnered with both agencies to offer these three courses to TSA employees. Students with this certificate are more desirable for TSA employment.

Certificate Learning Outcomes:

1. Demonstrate an in-depth understanding of the interrelated duties, relationships and issues of the agencies associated with Homeland Security.

Certificate Descriptors: None

Certificate Program Requirements (9 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
CJS 106	CJS 106: Introduction to Homeland Security	3	Pending
CJS 158	CJS 158: Intelligence Analysis and Security Management	3	Co-requisite – CJS106
CJS 281	CJS 281: Transportation and Border Security	3	CJS 158 with a C- or better
Certificate Program Total Credits		9	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program: Economic Studies

Degree Type: Associates of Arts Degree

Program Description: This program is a **CSCU Pathway Transfer Degree in Economics Studies, A.A.** that is intended for Connecticut Community College students to transfer to Connecticut State Universities (Southern CT State University, Central CT State University, Eastern State University, Western State University) and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Program Learning Outcomes:

1. Complete an Associate of Arts degree in Economic Studies.
2. Transfer seamlessly into a Bachelor of Arts or Science Degree in Economics with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

Student Learning Outcomes:

1. Students will be able to analyze and evaluate real world economic problems using statistical methods.
2. Students will be able to effectively communicate economic based solutions to multiple audiences.
3. Students will be able to demonstrate an understanding of macroeconomic concepts, theories, measurements and policies.
4. Students will be able to demonstrate an understanding of microeconomic concepts, theories, measurements and policies.

General Education Core Courses (36-39 credits)			
Competency		Course Name	# of Credits
1	ENG 101	ENG 101: Composition	3
2	MAT 190 MAT 230 MAT 232 MAT 254	MAT 190: Calculus for Business and Social Science or MAT 230: Applied Calculus w/Modeling Apps or MAT 232: Applied Calculus or MAT 254: Calculus I	3-4
3	Arts and Humanities	A course vetted for Arts and Humanities (replaces Aesthetic Dimensions)	3-4
4	Scientific Reasoning	A course vetted for Scientific Reasoning*	3-4
5	Social /Behavioral Science	A course vetted for Social and Behavioral Science outcomes	3
6	Written Communication II	A ENG course vetted for Written Communication II outcomes	3
7	Scientific Knowledge & Understanding	A course vetted for Scientific Knowledge and Understanding outcomes*	3-4
8	Historical Knowledge	A HIS course vetted for Historical Knowledge outcomes	3
9	Oral Communication	A course vetted for Oral Communication	3
10	Continued Learning and Information Literacy	CCS 101: College and Career Success	3
General Education Core Credits			30-34

Program Requirements (30-31 credits)			
Course Number	Course Name	# of Credits	Pre-req.Course #
Creativity	Additional General Education Elective I – courses vetted for Creativity	3	
Global Knowledge	Additional General Education Elective II – courses vetted for Global Knowledge	3	
ECN 101	Principles of Macroeconomics	3	None
ECN 102	Principles of Microeconomics	3	ECN 101 or permission
MAT 165 MAT 166 MAT 167 MAT 201	Elementary Statistics with Computer Applications or Principles of Business Statistics or Principles of StatisticsStatistics	3-4	Pending
	Unrestricted Electives	15	
	Program Requirement Credits	30-31	
	General Education Core Credits	30-34	
	Program Total Credits	60-65	

Program Name: Game Design

Degree Type: Associates in Science

Program Description:

The purpose of the Computer Game Design program is to provide students who are interested in a career in this industry comprehensive instruction in all aspects of computer game design and production. The specific program objectives include:

- To provide instruction in all production aspects of game design and production including animation, sound design, game level design, 3D modeling, and computer graphics.
- To connect the media creation aspects of game design with the industry standard game engine tools necessary to produce functioning gameplay.
- To integrate creative thinking and technical skills in the development of original gaming concepts.
- To offer an overview of the games industry including tracking industry trends, preparation of production proposals and budgets, and the development and responsibilities of production teams.

The program is structured to equip students with a sound foundation in technical skills, design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of creative and critical thinking in the use of technical knowledge. A strong emphasis has been placed on the use of the computer as a production and compositing tool.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates of the Computer Game Design program will:

- Meet educational standards for entry-level and intermediate level employment in the area of game design and development.
- Demonstrate an understanding of the production pipeline for game design & development (concept, storytelling, character development, level design, programming decisions, network distribution, etc.).
- Integrate creative/artistic skills (drawing, animation, storytelling, level design, etc.) with the industry standard technology and tools necessary for the development of interactive media.
- Demonstrate the software skills necessary for game development and for potential employment in the game development field.

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

The Game Design A.S. degree is transferable to new programs in some of the CT State Universities, and to several colleges and Universities, both national and international. This would include Becker College, Hampshire College, Quinnipiac University, Savannah College of Art and Design (SCAD), The Academy of Art University, Fitchburg State University and others.

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2		Math 100 or higher (college level)	3-4
3	GAMD*109 (DGA*109)	Arts and Humanities Introduction to Games	3
4		Choose one from: Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5		Choose one from: Social / Behavioral Science or Historical Knowledge	3
6		Choose one from: Oral Communication or Written Communication II	3
7	CCS*101	CCS 101 College and Career Success	3
General Education Core Credits			21-23

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
GAMD*113 (DGA*113)	Drawing for Animation and Games	3	
COM*166	Video Filmmaking	3	
GAMD*201 (DGA*201)	Worldbuilding	3	ENG* 101
GAMD*220 (DGA*220)	Visual Storytelling & Sequential Art	3	GAMD 113 (DGA* 113)
GAMD*224 (DGA*224)	Digital Painting	3	GAMD *113 (DGA* 113)
GAMD*263 (DGA*263)	Animation Foundation	3	GAMD *113(DGA *113)
GAMD*275 (DGA*275)	Game Level Design	3	GAMD 109 (DGA*109)
GAMD *271 (DGA *271)	3D Modeling	3	GAMD *113 (DGA *113)
GAMD *272 (DGA* 272)	Advanced 3D Concepts	3	GAMD *271 (DGA* 271)
GAMD* 276 (DGA* 276)	3D Animation and Rigging	3	GAMD* 271 (DGA* 271)
GAMD*267 (DGA*267)	2D Animation	3	GAMD *263 (DGA*263)
GAMD*277 (DGA*277)	3D Game Level Design	3	GAMD *275 (DGA*275)
GAMD*296 (DGA*296)	Game Studio Capstone (formerly Game Studio Project)	3	Instructor permission
		36-39	
	Program Requirement Credits	36	
	General Education Core Credits	21-23	
		60-62	

Program Name: Geography Studies

Degree Type: Associate of Arts

Program Description: Students interested in careers in geography, urban planning, earth and environmental studies, tourism, international relations, digital data and mapping, and any form of global studies should consider this program. The Geography Studies, Associate in Arts degree provides flexibility and will allow a student to pursue a career requiring an Associates degree or transfer to a four-year institution to pursue a Bachelor's degree in geography, geography-related fields, or almost any other Liberal Arts program.

Program Learning Outcomes: Upon completion of all program requirements, graduates will be able to:

1. Demonstrate an understanding of the basic concepts of physical and human geography and the methods of critical analysis a geographer's use.
2. Comprehend how geographers use spatial tools (maps, statistics, etc.) to help analyze and assess global activities.
3. Demonstrate an understanding of the importance of spatial analysis, and how different fields within geography illustrate the *interdependence of global systems*.
4. Apply basic knowledge and research skills that are sufficient to allow one to pursue a Bachelor's degree in geography or an associated field, and/or find employment in a geography-related field that requires an Associates degree.

Program Descriptors: This program is transfer focused. It is designed to prepare students with an interest in geography, urban planning, earth and environmental issues, tourism, international relations, digital data and mapping, and any form of global studies to transfer to a four year college or university in pursuit of a Bachelor's degree.

With this degree students will be able to transfer to the following majors:

At Central Connecticut State University:

- Geography with Specialization in Environmental Geography, B.A.
- Geography with Specialization in General/Regional Geography, B.A.
- Geography with Specialization in Geographic Information Science, B.A.
- Geography with Specialization in Planning, B.A.
- Geography with Specialization in Tourism, B.A.

At Southern Connecticut State University: Geography, B.A.

- Geography – Concentration: Geographic Information Science and Technology, B.S.

General Education Core Courses (30 credits)		
1	Eng. 101 Composition (TAP Written Communication I)	3 credits
2	Math 100 or higher (college level) course vetted for TAP Quantitative Reasoning	3-4 credits
3	Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4 credits
4	Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4 credits (lab optional)
5	Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3 credits
6	Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3 credits
7	Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4 credits (lab optional)
8	Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes	3 credits
9	Oral Communication – COM courses vetted for TAP Oral Communication	3 credits
10	Information Literacy – CCS 101: College & Career Success (This course meets the embedded diversity requirement)	3 credits
	General Education Total:	30-34 credits

*Note: You must complete one science course that includes a lab. It can be in either science category.

Program Requirements (30 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req.
Elective	Additional General Education Elective I – Creativity – Courses Currently Vetted for TAP Additional General Education Creativity	3	Eligibility for ENG*101
GEO*101	GEO*101 Introduction to Geography (Additional General Education Elective II – Global Knowledge)	3	Eligibility for ENG*101
GEO* 111	World Regional Geography	3	Eligibility for ENG*101
GEO*102	Introduction to Human Geography	3	Eligibility for ENG*101
GEO*204	Geography and Tourism Development (is strongly recommended if you are planning to pursue Specialization in Tourism at CCSU, otherwise an Unrestricted Elective may be substituted for this requirement).	3	Eligibility for ENG*101
Electives	<p>It is recommended students select up to 9 credits of Unrestricted Electives in a <u>single discipline/subject</u> based upon your field of interest in geography. These courses can be used to complete 50% of the minor requirement for all CCSU Geography degrees or can be used to begin a minor or second major at CCSU. Some suggested disciplines include ANT, EAS, ECO, EVS, GEO, GLG, HIS, MAT, POL, CSA, CSC, CST.</p> <p>Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. CCSU allows you to major <i>and</i> minor in Geography as long as your minor is in a different specialization from the major.</p> <p>For students planning on attending ECSU or WCSU, choose any 9 credits of Unrestricted Electives.</p> <p>You are encouraged to meet with your Guided Pathways Advisor to determine which courses to select.</p>	9	Eligibility requirements vary by course, but eligibility for ENG*101 may be required for many course options.
Electives	Remaining Unrestricted Electives- You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use these credits to take courses that prepare you for required courses in the degree program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities. You can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC—but not ECSU. You are encouraged to meet with your Guided Pathways Advisor to determine which courses to select.	6-9	Eligibility requirements vary by course, but eligibility for ENG*101 may be required for many course options.
	Program Requirement Credits	30	
	General Education Core Credits	30-34	
	Program Total Credits	60-64	

Specially Accredited/Approved Health Information Programs

The Middlesex Campus of the CT Community College hosts two unique health information management programs.

1. PROGRAMS:

1.1 HEALTH INFORMATION TECHNOLOGY – DATA MANAGEMENT

- This program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education ([CAHIIM](#)) accredited.
- Graduates are eligible to sit for the American Health Information Management Association ([AHIMA](#)) Registered health Information Technician ([RHIT](#)) certification.
- This program prepares students for technical and supervisory roles in the management of patient data.

1.2 CLINICAL CODING CERTIFICATE

- This program is approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program ([PCAP](#)).
- Graduates are eligible to sit for the AHIMA Certified Coding Associate ([CCA](#)), Certified Coding Specialist ([CCS](#)), and/or Certified Coding Specialist-Physician-based ([CCS-P](#)) certification.
- This program prepares students for clinical coding in a facility (hospital, skilled nursing, etc.) setting
- This is a specialization distinct from physician coding which does not require the same credentials – there are other programs that address coding and billing in the physician practice.

2. ACCREDITATION/APPROVAL CRITERIA

As a part of the process of reviewing the option for the CT Community College, research into making that transition while maintaining program accreditation and approval yielded the following significant points for consideration:

- The accreditation requires a minimum of two full-time faculty dedicated to the program who hold the AHIMA Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT) credential.
- The qualifications of faculty are designated in the standard and require that faculty teaching in these programs hold the AHIMA Registered Health Information Administrator (RHIA) Registered Health Information Technician (RHIT), and for coding courses only the Certified Coding Specialist (CCS) is acceptable.
- The CAHIIM accreditation and AHIMA PCAP approval are both location specific. Even today, the courses are limited to the Middletown campus and may not be offered at the satellite campus in Meriden.
- Online courses are permitted, but the faculty must be associated with the Middletown campus location and must be under the supervision of the program coordinator at the Middletown location.

3. COURSES

The course outlines must designate in specific language the curricular competencies from the AHIMA Council for Excellence in Education (CEE) 2018 Curricular Competencies. There is some repetition of these throughout the courses as some courses address the curricular item at different levels of competency, but the standard specifies listing each time they are addressed.

There are three groups of courses listed in the program criteria:

3.1 GENERAL EDUCATION REQUIREMENTS

- May be offered/taken at any location.
- Transfer credit acceptable in accordance with college-wide criteria.

3.2 SUPPORTING BODY OF KNOWLEDGE

These are requirements for content that is the foundation for the program specific courses and include medical terminology, computer applications, human biology, etc.

- May be offered/taken at any location.
- Transfer credit acceptable in accordance with college-wide criteria.

3.3 COURSE THAT ADDRESS THE AHIMA COUNCIL FOR EXCELLENCE IN EDUCATION (CEE) 2018 CURRICULAR COMPETENCIES.

- These are courses that are limited to being offered from the Middletown address of the Middlesex Campus of the CT Community College.
- Transfer credit may only be accepted from CAHIIM accredited programs.

4. FOLLOW-UP

This submission is limited to the two unique programs with special accreditation/approval. Additional programs that address the health care administration, medical administrative services, and the physician practice environment will be submitted separately.

Program Name: Health Information Technology – Data Management

Degree Type: Associate in Science

Program Description:

The **Health Information Technology – Data Management (HIT-DM)** program provides an understanding of the many aspects of the emerging field of healthcare technology and information management.

Health information professionals are involved in the design, collection, storage, utilization, and transmission of data required to meet the professional, legal, financial, and administrative record-keeping requirements of healthcare delivery systems. They work with clinical, financial, epidemiological, administrative, and coded healthcare and insurance data. This associate degree program provides a concentration in data management and will provide students the skills necessary to enter the job market in a health information technician role.

PROGRAM ACCREDITATION: The Health Information Technology – Data Management at the Middlesex campus is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

PROFESSIONAL CERTIFICATION: Graduates of the Health Information Technology – Data Management degree program are eligible to sit for American Health Information Management association (AHIMA) Registered Health Information Technician (RHIT®) certification exam. A credential provides proof of competency in the field and is often a requirement for Health Information Management positions.

Program Learning Outcomes:

1. Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM), International Classification of Diseases, Tenth Revision, Procedure Coding System (ICD-10-PCS), Current Procedural Terminology (CPT), Healthcare Common Procedure Coding System, Level II (HCPCS II), and Systematized Nomenclature of Medicine (SNOMED), and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

Program Descriptors:

The Health Information Technology – Data Management program prepares students for health information technician roles. Health Information Technology is a STEM career field.

CIP Code Number: 51.0707 Health Information/Medical Records Technology/Technician

A program that prepares individuals, under the supervision of health information administrators and other professionals, to construct medical records and clinical databases, perform manipulations on retrieved data, control the security and quality of records, and supervise data entry and technical maintenance personnel. Includes instruction in clinical and biomedical science data and information requirements; database management; data coding and validation; information security;

quality control; health information content and structure; medical business procedures; and legal requirements.

Standard Occupational Classification (2018): 29-9021 Health Information Technologists and Medical Registrars

Apply knowledge of healthcare and information systems to assist in the design, development, and continued modification and analysis of computerized healthcare systems. Abstract, collect, and analyze treatment and follow up information of patients. May educate staff and assist in problem solving to promote the implementation of the healthcare information system. May design, develop, test, and implement databases with complete history, diagnosis, treatment, and health status to help monitor diseases.

In the 2018 SOC list of STEM occupations, 29-9021 health Information Technologists and Medical Registrars is cross listed in both the Research, Development, Design, or Practitioner Occupations and the Technologist and Technician Occupations.

This program is limited to being offered by the Middlesex campus; CAHIIM accreditation covers only the Middletown location. The courses are offered fully online, allowing students to access the program from any location.

General Education Core Courses (22-23 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*167	Principles of Statistics	3
3	Elective	Arts & Humanities Elective	3-4
4	BIO*115 (or BIO*212)	Human Biology (or Anatomy & Physiology II)	4
5	Elective	Social/Behavioral Science or Historical Knowledge Elective	3
6	Elective	Oral Communication or Written Communication II Elective	3
7	CCS*101	College and Career Success	3
General Education Core Credits			22-23

Program Requirements (38 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
CSA*140	Database Applications	3	TBD
BIO*203	Pathophysiology	3	TBD
HIM*101	Medical Terminology	3	None
HIM*105	Introduction to Health Information Management	3	None
HIM*113	Healthcare Reimbursement	3	P: Eligible for MAT*167.
HIM*120	Clinical Classification Systems I	3	P: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better
HIM*121	Clinical Classification Systems II	3	P: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better

Program Requirements (38 credits)			
HIM*157	Healthcare Informatics	3	None
HIM*160	Privacy, Security, and Compliance	3	P: HIM*105 with a "C" or better.
HIM*213	Pharmacology in Health Information	1	None
HIM*220	Quality Management	3	P: HIM*160 with a "C" or better.
HIM*230	Healthcare Statistics	3	P: MAT*167 with a "C" or better.
HIM*280	Health Information Professional Practice Experience	3	P: HIM*113, HIM*120, HIM*121, HIM*160, and HIM*157 with a "C" or better in all prerequisite courses.
HIM*289	Registered Health Information Technician Certification Exam Preparation	1	P: Permission of Program Coordinator [based on eligibility for the RHIT certification exam]
	Program Requirement Credits	38	
	General Education Core Credits	22-23	
	Program Total Credits	60-61	

Credit Certificate Program Name: Clinical Coding Certificate

Certificate Description:

This certificate program prepares students for careers as clinical coders. Clinical coders are skilled in classifying medical data utilizing knowledge of medical terminology, anatomy, physiology, disease processes, and pharmacology. Clinical coding is important to healthcare organizations because coding accuracy influences publichealth policy, impacts revenues, and drives the assessment of healthcare outcomes.

PROGRAM APPROVAL: The Clinical Coding Certificate at the Middlesex Campus of CT State Community College is approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) January of 2021 – January 2024 with annual interim approval during these years.

PROFESSIONAL CERTIFICATION: A coding credential provides proof of competency in the field and is often a requirement for clinical coding-related and healthcare revenue management positions. Graduates of the ClinicalCoding Certificate are eligible to sit for AHIMA coding certification exams including:

- Certified Coding Associate (CCA®)
- Certified Coding Specialist (CCS®)
- Certified Coding Specialist-Physician-based (CCS-P®)

Students may also choose to seek additional coding certification through the American Academy of Professional Coders (AAPC).

Certificate Learning Outcomes:

1. Apply knowledge of data content structure and standards to apply classification system guidelines including International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10- CM), International Classification of Diseases, Tenth Revision, Procedure Coding System (ICD-10- PCS), Current Procedural Terminology (CPT), Healthcare Common Procedure Coding System, Level III (HCPCS II), and Systematized Nomenclature of Medicine (SNOMED), and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
4. Evaluate organization compliance with regulations and standards to support reimbursement.
5. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

Certificate Descriptors: What else is important to know about this certificate? Is it eligible for Workforce Innovation and Opportunity Act (WIOA) or other specialized funding that affects program length or structure? Does it prepare students for a specialized exam or industry certification? Are there pre-requisite courses or professional experiences? Please include this type of information here.

CIP Code: 51.0713 Medical Insurance Coding Specialist/Coder

A program that prepares individuals to perform specialized data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation. Includes

instruction in medical records and insurance software applications, basic anatomy and physiology, medical terminology, fundamentals of medical science and treatment procedures, data classification and coding, data entry skills, and regulations relating to Medicare and insurance documentation.

Standard Occupational Classification (2018): 29-2072 Medical Records Specialists

Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. Classify medical and healthcare concepts, including diagnosis, procedures, medical services, and equipment, into the healthcare industry's numerical coding system. Includes medical coders.

Offered at the Middlesex campus of the CT State Community College only; AHIMA PCAP approval is limited to being offered by the Middletown location. The courses are offered fully online, allowing students to access the program from any location.

Certificate Program Requirements (30 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HIM*105	Introduction to Health Information Management	3	None
HIM*101	Medical Terminology	3	None
BIO*115 (BIO*212)	Human Biology (or Anatomy & Physiology II)	4	TBD
BIO*203	Pathophysiology	3	TBD
HIM*120	Clinical Classification Systems I	3	P: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better
HIM*121	Clinical Classification Systems II	3	P: BIO*115 with a grade of "C" or better or BIO*212 with a grade of "C" or better and HIM*101 with a "C" or better
HIM*213	Pharmacology in Health Information	1	None

Certificate Program Requirements (30 credits)			
HIM*215	Clinical Coding Professional Practice Experience I	3	P: HIM*120, HIM*121, BIO*203 with a "C" or better C: HIM*216, HIM*217
HIM*216	Clinical Coding Professional Practice Experience II	3	P: HIM*120, HIM*121, BIO*203 with a "C" or better C: HIM*215, HIM*217
HIM*217	Clinical Coding Professional Practice Experience III	3	P: HIM*120, HIM*121, BIO*203 with a "C" or better C: HIM*215, HIM*216
HIM*290	Coding Specialist Certification Exam Preparation	1	P: Permission of Program Coordinator [based on eligibility for the CCS and/or CCS-P certification exams]
Certificate Program Total Credits		30	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it must include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Horticulture

Degree Type: Associate of Science

Program Description:

The Horticulture Program is designed as a career program leading to the associate in science degree. The goal of the Horticulture Program is to prepare students for employment in plant production, landscape services, landscape design, or for further education. The program includes the completion of two full years of study and an appropriate supervised cooperative work experience with nurseries, landscape businesses and greenhouses. Naugatuck Valley campus is a member of the CT Nursery and Landscape Association, CT Greenhouse Growers Association, CT Horticulture Society, and CT Florist Association.

The Horticulture Program is recognized by the Guaranteed Admissions Program with the UCONN College of Agriculture, Health, and Natural Resources. Students interested in the UCONN guaranteed admissions program must speak with the Horticulture Program Coordinator before registering. Visit <http://admissions.uconn.edu/apply/transfer/gap> for additional details.

Program Learning Outcomes:

1. Demonstrate proficiency in the construction of hardscape landscape components, including pavers, concrete and wood structures.
2. Identify common ornamental trees and shrubs, ground covers by botanical and common names, and describe characteristics of each.
3. Review and discuss the characteristics of soil, structure, soil erosion, and soil restoration.
4. Identify common herbaceous perennials and annuals by botanical and common names, and describe characteristics of each.
5. Analyze and design landscapes for both residential and commercial properties utilizing a variety of sustainable horticulture techniques and procedures and meet the needs of a diverse clientele.
6. Select the proper procedures, define the physiological basis, and describe practical applications of the reproduction of plants by asexual and sexual methods.
7. Describe proper design and operation of greenhouse environmental systems, and evaluate their advantages and disadvantages in commercial production.
8. Summarize and assess plant growth requirements for commercial production of greenhouse crops, and economically produce a crop from seed or cutting to harvest and sales.
9. Relate basic knowledge of botany to plant growth and culture.
10. Solve problems related to the use of soil amendments, fertilizers, and plant growth control chemicals, and apply effective cost estimating, pricing, and record keeping techniques.
11. Identify, analyze, and troubleshoot common landscape and greenhouse pests and diseases within the landscape utilizing integrated pest management

Program Descriptors:

Greenhouse Management, Landscape Design, Botany, Hydroponics, Biology, Landscape Management, Arboriculture, Integrated Pest Management, Agriculture, Crop Production, Floriculture, Turf Management

General Education Core Courses (22 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	Composition	3
2	MAT*135	Topics in Contemporary Mathematics	3
3	ART*111	Drawing 1	3
4	BIO*155	General Botany	4
5	ECN*101	Principles of Macroeconomics	3
6	ENG*102	Literature & Composition	3
7	CCS*101	College Career & Success	3
General Education Core Credits			22

Total Program Requirements (38 credits)			
Program Required Courses (38 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HRT*101	Landscape Construction	4	None
HRT*102	Woody Plants	3	None
HRT*103	Herbaceous Plants	3	None
HRT*104	Soil Systems	3	None
HRT*202	Landscape Design 1	3	P: HRT*102
HRT*207	Landscape Maintenance	3	None
HRT*208	Landscape Contract Administration	3	None
HRT*215	Integrated Pest Management	3	None
HRT*222	Greenhouse Management	4	None
HRT*290	CWE: Cooperative Work Experience	3	P: Permission from Instructor
		32	
Program Designated Electives (6 credits)			
Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.			

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
HRT*106	Fruit Production	3	None
HRT*107	Vegetable & Herb Production	3	None
HRT*113	Horticulture of Cannabis	3	None
HRT*115	Turf Management	3	None
HRT*203	Landscape Design 2	3	P: HRT*202
HRT*204	Computers in Landscape Design	3	None
HRT*219	Arboriculture	3	None
HRT*224	Plant Propagation & Hybridization	4	None
HRT*250	Hydroponic Production	4	P: HRT*222
Total Program Requirement Credits		38	
General Education Core Credits		22	
Program Total Credits		60	

Credit Certificate Program Name: HORTICULTURE CERTIFICATE

Certificate Description:

The Horticulture Certificate program is designed to develop the skills and understanding needed for students to take responsible positions in grounds maintenance, tree and shrub nurseries, wholesale plantgrowing, landscaping, garden centers and retail greenhouses, golf courses, lawn care, and parks/recreation departments. The certificate will be awarded on completion of all courses and a cooperative work experience.

Certificate Learning Outcomes:

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

1. Identify common trees and shrubs, ground covers, various annuals, biennials, and perennials by botanical and common names, and describe the outstanding characteristics of each; summarize landscape, garden center and greenhouse uses; and know the cultural requirements of these plants.
2. Identify foliage plants commonly used indoors by botanical and common names, state distinguishing characteristics of each, and describe their use and culture in various indoor landscape areas.
3. Control the common weeds, insects, pests and diseases of ornamentals and turf.
4. Select the proper procedures, define the physiological basis, and describe practical applications of the reproduction of plants by asexual and sexual methods.
5. Describe proper design and operation of greenhouse environmental systems, and evaluate their advantages and disadvantages in commercial production.
6. Demonstrate a responsible attitude in relationships with employers, fellow employees, and toward the world of work.
7. Select appropriate techniques for the establishment and management of lawns and utility turf areas.
8. Manage the procedures used in landscape constructions and in the maintenance of small engines.
9. Design flower beds, and mixed borders; place trees and shrubs for a variety of gardens for both residential and commercial properties.
10. Access available resources to incorporate technological innovations.
11. Demonstrate those skills, abilities and values which allow a person to function as a free and responsible citizen.
12. Apply mathematics to calculating area, volume and application rates of fertilizers and pesticides.
13. Evaluate site conditions to design attractive, functional landscapes.

Certificate Descriptors:

This Certificate is eligible for WIOA funding. The program prepares students to obtain their Home Improvement Contractor's License and Supervisory Pesticide Applicator's license. Additionally, graduates may go on to take the state DEEP Arboriculture Licensing Exam.

Certificate Program Requirements (29 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
HRT*101	Landscape Construction	4	None
HRT*102	Woody Plants	3	None
HRT*103	Herbaceous Plants	3	None
HRT*104	Soil Systems	3	None
HRT*202	Landscape Design 1	3	P:HRT*102
HRT*207	Landscape Maintenance	3	None
HRT*222	Greenhouse Operations & Management	4	None
HRT*290	CWE/Cooperative Work Experience	3	P: Permission from Instructor
HRT*Elective	Choose one of the following electives from the list below	3	
	Certificate Elective		
HRT*106	Fruit Production	3	None
HRT*107	Vegetable & Herb Production	3	None
HRT*113	Horticulture of Cannabis	3	None
HRT*115	Turf Management	3	None
HRT*204	Computers in Landscape Design	3	None
HRT*219	Arboriculture	3	None
HRT*224	Plant Propagation & Hybridization	4	None
HRT*250	Hydroponic Production	4	P: HRT*222
	Certificate Program Total Credits	29	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: LANDSCAPE DESIGN CERTIFICATE

Certificate Description:

The Horticulture Landscape Design Certificate is designed to prepare students for certification as Professional Landscape Designers. The certificate is designed to develop those skills in plant identification and culture, landscape construction skills, the maintenance of landscapes, as well as hand drawing, sketching, technical drafting, computer aided design, and portfolio assessments. This program is affiliated with the Association of Professional Landscape Designers (APLD)

Certificate Learning Outcomes:

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

Identify the current repertoire of trees, shrubs, ground covers, vines, annuals, biennials, and perennials by botanical and common names, describe the outstanding characteristics of each; summarize landscape uses, know their cultural requirements; design herbaceous and mixed borders.

Evaluate landscape areas and needs; select and place plants in a design; design and place hardscape features in a landscape; draw plans using traditional equipment and computer aided tools; outline techniques for low maintenance needs in both residential and commercial properties.

Transfer portions of aerial designs into perceptual designs, using sketching techniques; develop a plan for pricing out landscape projects and bids; demonstrate oral skills to clients on design ideas; design landscape garden plans using computer design programs; manipulate computer designs to illustrate to landscape design development over time. Demonstrate how to bring color to the landscape through the four seasons with herbaceous and woody plants; how to establish and manage mass planting through the year.

Demonstrate and explain how to prune deciduous and evergreen trees and shrubs for a variety of purposes.

Interpret fertilizer needs for particular plants from the general recommendations of a soil analysis; recognize signs of nutrient deficiency.

Demonstrate techniques for designing small properties; plan and select plants for different kinds of gardens (examples: for woods, meadows, marshes, water, rock gardens).

Relate the historical development of the garden through the ages and be able to recognize the contributions and influences of great designers on gardens today.

Relate and demonstrate how to use all the subtleties of color and design in the garden in two dimensional and three dimensional formats.

Initiate, develop and present a significant design as an independent study project.

Demonstrate a responsible attitude in relationships with employers, fellow employees, and toward the world of work.

Access available resources to incorporate technological innovations.

Be prepared for certification as a Professional Landscape Designer.

Initiate landscape design through computer-aided programs.

Certificate Descriptors:

This Certificate is eligible for WIOA funding. The program prepares students to obtain their certification as a Landscape Designer through the Association of Professional Landscape Designers. It also assists students with future career prospects as a Landscape Architect through the transfer to a four-year degree program.

Certificate Program Requirements (28 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HRT*101	Landscape Construction	4	None
HRT*102	Woody Plants	3	None
HRT*103	Herbaceous Plants	3	None
HRT*104	Soil Systems	3	None
HRT*202	Landscape Design 1	3	P: HRT*102
HRT*204	Computers in Landscape Design	3	None
HRT*207	Landscape Maintenance	3	None
HRT*208	Landscape Contract Administration	3	None
	Choose one of the following two courses:		
ART*111	Drawing 1	3	None
HRT*203	Landscape Design 2	3	P: HRT*202
Certificate Program Total Credits		28	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Credit Certificate Program Name: Mammography

Certificate Description: The Mammography program at the Middlesex Campus of CT State Community College (CT State) is designed to prepare certified/registered Radiographers for immediate employment in the workplace as Mammographers in hospitals, clinics, and medical offices. The program emphasizes that quality patient care will be provided by individuals who have received instruction based on educational and instructional guidelines consistent with the mammography profession.

Certificate Learning Outcomes:

The Mammography Program at the Middlesex Campus of CT State is dedicated to educating and training students to become certified, professional, and competent technologists in the field of Mammography within Radiologic Sciences. The mission statement is realized through the attainment of the following goals:

Goal: Students will be clinically competent in mammography.

Student Learning Outcomes:

1. Students will correctly apply positioning skills for patient mammography procedures based on patient assessment.
2. Students will select appropriate technical factors for patient mammography procedures based on patient assessment.
3. Students will practice radiation safety.

Goal: Students will use critical thinking skills in both routine and non-routine clinical mammography situations.

Student Learning Outcomes:

1. Students will correctly apply positioning skills for patient mammography procedures based on patient assessment.
2. Students will select appropriate technical factors for patient mammography procedures based on patient assessment.
3. Students will practice radiation safety.

Goal: Students will demonstrate professional behaviors.

Student Learning Outcomes:

1. Students will demonstrate professional behaviors.

Goal: Students will communicate effectively.

Student Learning Outcomes:

1. Students will use effective oral communication skills.
2. Students will practice effective written communication skills.

The Program's mission is achieved when the student has successfully completed and achieved all Program Goals and Outcomes. The program mission complements the missions and values of our clinical affiliates.

Certificate Descriptors: What else is important to know about this certificate? Is it eligible for Workforce Innovation and Opportunity Act (WIOA) or other specialized funding that affects program length or structure? No.

They must be current certified/registered radiographers.

Does it prepare students for a specialized exam or industry certification? Yes. This program prepares students to take the national mammography certification examination provided by the American Registry of Radiologic Technologists (ARRT).

Are there pre-requisite courses or professional experiences? Please include this type of information here. This is a selective admission program; thus, students must be accepted into the program in order to register for program courses. Selective admissions criteria are completed program application which includes high school transcript, complete

immunization records, ARRT certification, copy of a current State of Connecticut Radiographer license, and interview. According to the ARRT supporting category requirements, the supporting category pre-requisite (primary certification) for mammography is radiography. Thus, the post primary certification will be mammography.

The Mammography Certificate program at the Middlesex Campus of CT State is a one-semester program for certified Radiographers interested in a career as a Mammographer. Students are trained to meet the standards contained in the Practice Standards for Medical Imaging and Radiation Therapy Technologists - Mammography Practice Standards.

Following the successful completion of all Program requirements and obligations to the college, students are awarded the Certificate in Mammography and are eligible to take the ARRT post-primary exam in mammography. A minimum score of 75 on the ARRT post-primary certification examination is required for certification/registration as a Mammographer.

The program adheres to CT State Student and Faculty Non-Discrimination policies in that there is no discrimination of student or faculty on the basis of race, color, national or ethnic origin, religion, age, sex, marital or veteran status, sexual orientation, physical disability, or any other legally protected status.

Our graduates are allied health professionals who administer ionizing radiation for diagnostic, therapeutic or research purposes. A mammography technologist performs breast imaging procedures and related techniques producing data at the request of and with interpretation by a licensed independent practitioner. The mammographer performs the breast imaging procedures that create mammographic images needed for diagnosis. Employment opportunities include education, sub-specialization, sales and applications, and administration.

Certificate Program Requirements (8 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
MAM*201	Principles of Mammography	4	P: Admission to the Mammography Program and must be an ARRT certified/registered Radiographer OR Permission of the Middlesex Campus Program Coordinator. C: MAM*202
MAM*202	Mammography Clinical Experience	4	P: Admission to the Mammography Program and must be an ARRT certified/registered Radiographer OR Permission of the Middlesex Campus Program Coordinator. C: MAM*201
	Certificate Program Total Credits	8	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it must include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Program Name: Massage Therapy

Degree Type: Associate in Science (A.S.) Degree

Program Description:

The Massage Therapy major entails 39 credits of specific Course requirements for Massage Therapy. These courses include hand-on practicum classes, Anatomy & Physiology, two pathology classes, Musculoskeletal Anatomy, Kinesiology, Massage Theory class and Business/ Ethics. In addition students are required to take 21-25 credits of General Education Core requirements to obtain the Associates in Science for Massage Therapy. Students perform 100 hours of hands-on in the student massage clinic. Massage therapists work in a variety of settings including but not limited to: self-employment, day spas, massage clinics, chiropractic offices, and hospital settings. Massage therapy techniques may also vary from relaxation to sports and rehabilitation.

Program Learning Outcomes:

1. Perform a full body massage using and integrating effleurage, petrissage, vibration, friction and tapotement.
2. Demonstrate knowledge of Anatomy and Physiology.
3. Understand the origin, insertion and actions of the muscles of the upper and lower body.
4. Understand Pathologies and how to work safely and effectively with those using massage therapy.
5. Demonstrate knowledge of the principles of Massage Therapy.
6. Understand the physiological effects of massage therapy on all of the 11 body systems.
7. Demonstrate knowledge and understanding of massage ethics and how to handle ethical dilemmas.
8. Understand business practices of massage therapy; understand the various types of employment.
9. Demonstrate the kinesthetic concepts and how they apply to massage therapy

Program Descriptors:

Massage Therapy is offered at the Asnuntuck campus in the CT State Community College. The Massage Therapy Program prepares students to take the Massage and Bodywork Licensing exam (MBLEx), which is required for CT State Licensure. This exam is not offered on the Asnuntuck campus, it is through an independent testing site. Students will be given all information in the program on how to register. In addition, this program meets and exceeds the State of Connecticut Department of Public Health's educational hour requirements.

Employment Information: Massage Therapists will be employed in Massage Therapy clinics, spas, and other healthcare facilities. Upon passing the national certification exam (MBLEx), students will be able to work in Connecticut and Massachusetts and obtain a license to perform all duties of a Massage Therapist. National starting wage varies from \$21,810 to \$80,630 (U.S. Department of Labor Statistics).

Graduation Information: A cumulative 2.0 GPA is required to graduate from this program. In addition, students must earn at least a C- in the MED 116 course as well as all MAS courses.

General Education Core Courses (21-24 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	Elective	Math 100 or higher (college level) Elective	3-4
3	Elective	Arts and Humanities Elective	3-4
4	Elective	Scientific Reasoning or Scientific Knowledge and Understanding Elective	3-4
5	Elective	Social / Behavioral Science or Historical Knowledge Elective	3
6	Elective	Oral Communication or Written Communication II Elective	3
7	CCS 101	College and Career Success	3
General Education Core Credits			21-24

Program Requirements (39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
MED*116	Anatomy & Physiology for Medical Assisting	4	TBD
MAS*101	Massage Theory and Practice	3	None
MAS* 104	Massage Therapy I	4	None
MAS* 133	Pathology I	3	None
MAS* 148	Massage Therapy II	4	P: MAS*104 with a C or higher
MAS* 122	Musculoskeletal Anatomy	4	None
MAS* 233	Pathology II	3	None
MAS* 170	Massage Business and Ethics	3	None
MAS* 222	Kinesiology	3	P: MAS*122
MAS* 248	Massage Therapy III	4	P: MAS*148 with a C or higher
MAS* 260 or MAS*295	Massage Therapy Clinical Internship or Massage Therapy Capstone	4	P for MAS* 260: MAS*248 with a C or higher Or P for MAS*295: CT and/or MA Massage Therapy License
		39	
	Program Requirement Credits	39	
	General Education Core Credits	21-24	
	Program Total Credits	60-63	

Program Name: Medical Laboratory Technician

Degree Type: Associate in Science

Program Description: The Medical Laboratory Technician (MLT) program at Quinebaug Valley Campus of CT State Community College prepares the student to work in a clinical laboratory setting. As the student progresses through the program they will obtain the required knowledge that will allow them to work in any of the laboratory departments in a clinical lab. The student will complete instructional courses in Clinical Hematology, Clinical Chemistry, Clinical Microbiology, Immunology, Immunohematology, and Urinalysis/Body Fluids, as well as the general education-required courses. After completion of the program, the student will graduate with an Associate's Degree (A.S.) and be eligible to sit for the National Registry examinations. Graduates are well-prepared to enter the workforce immediately upon graduation and to begin their careers as laboratory professionals.

Program Learning Outcomes:

In addition to General Education Outcomes, learners who complete the Medical Laboratory Technician degree will:

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

Program Descriptors:

The associate's degree consists of 63 credits and students take general education courses in chemistry and human biology as well as core courses in all the major areas of the laboratory. This program also consists of a 400-hour internship experience at area hospitals.

Career Outlook: According to the Occupational Outlook Handbook for 2014-2024, rapid job growth and excellent job opportunities are expected in the field of clinical laboratory science. Employment of this type of health care professional is expected to grow by 16% through 2024, faster than the average for all occupations.

Graduates of the degree program will be eligible to sit for the MLT American Society for Clinical Pathology (ASCP) national certification exam.

Program is accredited by the Accrediting Bureau of Health Education Schools (ABHES). Please see the Course of Study for specific information on the program's curriculum.

Please note, this is a suggested plan of study for a full-time student. Part-time students may have their schedule adjusted accordingly. Students may need additional courses in remedial math and/or English.

Students must meet with their academic advisor prior to registering for any core MLT courses.

Students must earn a B- or better in all MLT courses prior to being eligible for the Clinical Internships. Students are required to show proof of physical examination; Measles, Mumps, and Rubella (MMR), varicella and Hepatitis B immunity; Tetanus shot within past 5 years; and a negative Tuberculosis (TB) test prior to being accepted for any internship courses. Internship sites may require students to undergo a criminal background check.

General Education Core Courses (22-23 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*137	Intermediate Algebra	3
3	Elective	Arts and Humanities Elective	3-4
4	BIO*115	Human Biology	4
5	Elective	Social/Behavioral Sciences Elective	3
6	Elective	Oral or Written Communication II Elective	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22-23

Program Requirements (41 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BIO*235	Microbiology	4	TBD
CHE*111	Concepts of Chemistry	4	TBD
MED*170	Law & Ethics for Health Care Professionals	3	TBD
MLT*101	Intro to the Clinical Laboratory/Principles of Lab Analysis	3	None
MLT*102	Urinalysis and Body Fluids	2	None
MLT*141	Phlebotomy for MLTs	1	None
MLT*200	Clinical Hematology and Coagulation	4	P: MLT 101
MLT*202	Clinical Chemistry	4	P: MLT 101
MLT*204	Clinical Immunology and Immunohematology	4	P: MLT 101
MLT*206	Clinical Microbiology	4	P: MLT 101
MLT*210	Clinical Internship I	4	P: A grade of B- or better in MLT*101 , MLT*102, MLT*141, MLT*200, MLT*202, MLT*204, MLT*206, and permission of program coordinator.
MLT*212	Clinical Internship II	4	P: A grade of B- or better in MLT*101 , MLT*102, MLT*141, MLT*200, MLT*204, MLT*206, MLT*210, and permission of program coordinator.
		41	
	Program Requirement Credits	41	
	General Education Core Credits	22-23	
	Program Total Credits	63-64	

Credit Certificate Program Name: Magnetic Resonance Imaging

Certificate Description: The Magnetic Resonance Imaging (MRI) program at the Middlesex Campus of CT State Community College (CT State) is designed to prepare certified imaging professionals registered with the American Registry of Radiologic Technologists (ARRT) in Radiography, Nuclear Medicine (Nuclear Medicine Technology Certification Board (NMTCB) is also accepted), Radiation Therapy, or Sonography (American Registry for Diagnostic Medical Sonographers (ARDMS) is also accepted) for immediate employment in the workplace as Magnetic Resonance (MR) Technologists in hospitals, clinics, and medical offices. The program emphasizes that quality patient care will be provided by individuals who have received instruction based on educational and instructional guidelines consistent with the profession.

Certificate Learning Outcomes:

The Middlesex Campus of CT State MRI Program is dedicated to educating and training students to become certified, professional, and competent technologists in the field of MRI within Radiologic Sciences.

The mission statement is realized through the attainment of the following goals:

Goal: Students will be clinically competent in MRI.

Student Learning Outcomes:

- Students will correctly apply positioning skills for patient MRI procedures based on patient assessment.
- Students will select appropriate technical factors for patient MRI procedures based on patient assessment.
- Students will practice MRI safety.

Goal: Students will use critical thinking skills in MRI.

Student Learning Outcomes:

- Students will correctly apply positioning skills for patient MRI procedures based on patient assessment.
- Students will select appropriate technical factors for patient MRI procedures based on patient assessment.
- Students will practice MRI safety.

Goal: Students will demonstrate professional behaviors.

Student Learning Outcome:

- Students will demonstrate professional behaviors.

Goal: Students will communicate effectively.

Student Learning Outcomes:

- Students will use effective oral communication skills.
- Students will practice written communication skills.

The Program's mission is achieved when the student has successfully completed and achieved all Program Goals and Outcomes. The program mission complements the missions and values of our clinical affiliates.

Certificate Descriptors: What else is important to know about this certificate? Is it eligible for Workforce Innovation and Opportunity Act (WIOA) or other specialized funding that affects program length or structure? No.

Students must be certified/registered imaging professionals registered with the ARRT in Radiography, Nuclear Medicine Technology (registration with NMTCB is also accepted), or Radiation Therapy or Sonography (ARDMS).

Does it prepare students for a specialized exam or industry certification? Yes. This program prepares students to take the national MRI certification examination provided by the ARRT.

Are there pre-requisite courses or professional experiences? Please include this type of information here. This is a selective admission program; thus, students must be accepted into the program in order to register for program courses. Selective admissions criteria are completed program application which includes high school transcript, complete

immunization records, ARRT/NMTCB/ARDMS certification, copy of a current State of Connecticut Radiographer license (as applicable), and interview.

According to the ARRT supporting category requirements, the supporting categories pre-requisites (primary certifications) for MRI are radiography, nuclear medicine technology (NMTCB), radiation therapy and sonography (ARDMS). Thus, the post primary certification will be MRI.

The Middlesex Campus of CT State MRI Certificate program is a two-semester program for certified/registered Radiographers and Sonographers interested in a career as a MR Technologist. The program accepts and starts anew class during the fall semester each year.

Following the successful completion of all Program requirements and obligations to the college, students are awarded the MRI Certificate and are eligible to take the ARRT post-primary exam in MRI. A minimum score of 75 on the ARRT post-primary certification examination is required for certification as a MRI Technologist.

The program adheres to CT State Student and Faculty Non-Discrimination policies in that there is no discrimination of student or faculty on the basis of race, color, national or ethnic origin, religion, age, sex, marital or veteran status, sexual orientation, physical disability, or any other legally protected status.

Our graduates are allied health professionals who utilize strong magnetic fields on humans for diagnostic, therapeutic or research purposes. They perform MRI procedures and related techniques producing data at the request of and interpretation by a licensed independent practitioner. Employment opportunities include education, sub-specialization, sales and applications, and administration.

Certificate Program Requirements (21 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
MRI*201/ CAT*201	Cross Sectional Anatomy I	1	P: Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Admission to the CT Program, and ARRT Registered Radiographer, or Nuclear Medicine (or NMTCB), or Radiation Therapy OR Permission of the Middlesex Campus Program Coordinator. C: MRI*202, MRI*203, MRI*204, and MRI*206 OR CAT*202, CAT*203, and CAT*204
MRI*202	MRI Pathology I	1	P: Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Permission of the Middlesex Campus Program Coordinator. C: MRI*201/CAT*201, MRI*203, MRI*204, MRI*206

Certificate Program Requirements (21 credits)			
MRI*203	MRI Procedures and Instrumentation I	2	P: Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Permission of the Middlesex Campus Program Coordinator. C: MRI*201/CAT*201, MRI*202, MRI*204, MRI*206
MRI*204	MRI Image Quality, Equipment and Safety Essentials I	2	P: Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Permission of the Middlesex Campus Program Coordinator. C: MRI*201/CAT*201, MRI*202, MRI*203, MRI*206
MRI*206	Clinical Experience I	4	P: Admission to the MRI Program, and ARRT Registered Radiographer, or Nuclear Medicine (Certification in NMTCB), or Radiation Therapy, or Sonography (Registration through the ARDMS) OR Permission of the Middlesex Campus Program Coordinator. C: MRI*201/CAT*201, MRI*202, MRI*203, MRI*204
MRI*205/ CAT*205	Cross Sectional Anatomy II	2	P: MRI*201/CAT*201, MRI*202, MRI*203, MRI*204, and MRI*206: All courses with a grade of C or better OR CAT*201/MRI*201, CAT*202, CAT*203, and CAT*204: All courses with a grade of C or better C: MRI*207, MRI*208, MRI*209, and MRI*210 OR CAT*206, CAT*207, and CAT*208
MRI*207	MRI Pathology II	1	P: MRI*201/CAT*201, MRI*202, MRI*203, MRI*204, and MRI*206 with a grade C or better. C: MRI*205/CAT*205, MRI*208, MRI*209, MRI*210
MRI*208	MRI Procedures and Instrumentation II	2	P: MRI*201/CAT*201, MRI*202, MRI*203, and MRI*204 with a grade C or better. C: MRI*205/CAT*205, MRI*207, MRI*209, and MRI*210
MRI*209	MRI Image Quality, Equipment and Safety Essentials II	2	P: MRI*201/CAT*201, MRI*202, MRI*203, and MRI*204 with a grade C or better. C: MRI*205/CAT*205, MRI*207, MRI*208, and MRI*210
MRI*210	Clinical Experience II	4	P: MRI*201/CAT*201, MRI*202, MRI*203, and MRI*204 with a grade C or better. C: MRI*205/CAT*205, MRI*207, MRI*208, and MRI*209
	Certificate Program TotalCredits	21	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

CT State Community College Music Studies Program

Program Name: Music Studies, A.A. Degree Type: A.A.

Program Description:

The Music Studies, A. A. degree program offers rigorous academic and performance courses comparable to the first two-years of area baccalaureate music degree programs. It provides a comprehensive foundation in which students receive individual attention within their private lessons and interact with other performers in classroom and large ensemble settings. The music program emphasizes ensemble and solo performance with additional study of music theory, ear-training, keyboard skills, and music history. Musicians of all capabilities and experience can prepare for their particular musical goals including seasoned musicians as well as the talented beginner exploring music for the first time.

Music majors completing the program gain knowledge and skills required for: 1) direct employment in music-related careers (i.e. musical instrument service and sales, faith-based music worship services) or 2) for transferring to a baccalaureate music degree in performance, education, composition, audio recording, concert sound reinforcement, commercial production, church music, arts management, etc. The Music Studies program also serves an ever-expanding population of diverse students seeking personal enjoyment in the study of music. Students may enroll in the program full or part time.

Program Learning Outcomes:

Upon successful completion of Music Studies degree program requirements, graduates will:

- Demonstrate a historical/cross-cultural awareness and appreciation of Western European and American contemporary music.
- Demonstrate skills and techniques that reflect an understanding of the theoretical aspect of music, including: an understanding of music theory fundamentals; exploration and development of voice leading principles; formal analysis/genres; aural skills and keyboard techniques.
- Demonstrate an ability to perform solo music selections and within a music ensemble group (vocal or instrumental).
- Demonstrate technical facility and knowledge on specified instrument or voice
- Demonstrate the ability to communicate and express through the medium of music

Program Descriptors:

The Music Studies degree program is nationally accredited by the National Association of Schools of Music (NASM.) As the only two-year music degree program in Connecticut, it is among over 650 music institutions across the country that follow required standards and guidelines regarding the selection and content of the course in the curriculum. Students entering the program must own or rent their instrument. The music faculty brings extensive experience, understanding of and sensitivity to the community college student.

Students transferring from music programs including NASM accredited institutions must undergo a music audition and theory placement exam to verify the knowledge and skills obtained from music theory courses taken at the prior institution and provide proper placement within the degree.

ADMISSION PROCESS

Proper advisement prior to entering the music studies program is crucial to ensure students commence their studies on the right track to completing the degree successfully. **In compliance with the National Association for Schools of Music (NASM) accrediting standards, students interested in pursuing the CSCC Music Studies A.A. Degree Program are required to audition to determine their level of instrumental or vocal music proficiency.** Auditions must be in person and are scheduled for 30 minutes. Students are required to perform scales and two contrasting pieces.

CT State Community College Music Studies Program

The audition process, application and scheduled dates can be found on the Music Studies web page under **Audition Information**. Students who indicate prior music instruction may have the option to be tested (Credit by Examination) and receive credit for Music Theory, Ear Training, and Group Piano courses.

It is vital that the transition to a one college model maintains standards established by the accrediting institution- the National Association for Schools of Music (NASM). NASM's accreditation is not limited to the degree but also the institution in which it is located. Therefore, the accreditation must be secure in the transition to the new institution in that Manchester Community College will cease to exist. The efforts to align curriculums and course content of music courses according to NASM standards as outlined in this document is a vital first step towards maintaining accreditation.

NOTE: *Members of the music faculty are continuing a review of procedures outlined in the NASM handbook and communicating with the national office regarding substantial changes to an institution. Right now, Manchester Community College is the only two-year degree program in the State of Connecticut. Its accreditation ensures Connecticut students, interested in pursuing a music career, can enroll into a degree program that is exceptional and affordable.*

Current articulation agreements

Manchester Community College (MCC): with Eastern Connecticut State University, University of Bridgeport, and The Hartt School of the University of Hartford. MCC music Students have also been accepted at Central Connecticut State University, Western Connecticut State University and University of Connecticut with success in passing music auditions and satisfying music theory placement course requirements.

Naugatuck Valley Community College (NVCC): The Transfer Program articulated with Western CT State University guarantees admission with complete transfer of NVCC courses.

CT State Community College Music Studies Program

General Education Core Courses for MUSIC STUDIES (21-24 credits)		
Course Number	CourseName	# of Credits
1	ENG*101	English Composition
2	Math 100 or higher (college level)	Mathematics
3	Arts and Humanities	Choose ONE from: • ART, MUS, GRA, HUM, THR, FRE, GER, ITA, SPA
4	Scientific Reasoning/ Scientific Knowledge and Understanding	Choose ONE from: • Scientific Reasoning – AST, BIO, CHE, EAS, ENV,EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning • Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes
5	Social / Behavioral Science OR Historical Knowledge	PSY*111: General Psychology I OR HIS course vetted for TAP Historical Knowledgeoutcomes
6	Oral Communication / Written Communication II	Choose ONE from: • Oral Communication: COM*173: Public Speaking • Written Communication II: ENG*110: Introduction to Literature ENG*200: Advance Composition
7	CCS*101	College Career and Success
General Education Core Credits		21-24

CT State Community College Music Studies Program

Music Studies: Program Required Courses (44 credits)			
Course Number	Course Name	Credits	Pre-req/Co-req
MUS*185	Applied Lessons I	2	None, BUT audition/program coordinator approval
MUS*186	Applied Lessons II	2	Pre-req: MUS*185
MUS*285	Applied Lessons III	2	Pre-req: MUS*186
MUS*286	Applied Lessons IV	2	Pre-req: MUS*285
MUS*133 or MUS*187 or MUS*192	Chorale Ensemble I Classical Chamber Ensemble I Jazz Combo I	1	None, BUT must match pitch (instructor assessment required) For MUS*187 & 192: None, BUT must demonstrate some level of proficiency in the instrument (instructor assessment required)
MUS*134 or MUS*193 or MUS*194	Chorale Ensemble II Classical Chamber Ensemble II Jazz Combo II	1	Pre-req: MUS*133 Pre-req: MUS*187 Pre-req: MUS*192
MUS*270 or MUS*242 or MUS*248	Chorale Ensemble III Classical Chamber Ensemble III Jazz Combo III	1	Pre-req: MUS*134 Pre-req: MUS*193 Pre-req: MUS*194
MUS*271 or MUS*247 or MUS*249	Chorale Ensemble IV Classical Chamber Ensemble IV Jazz Combo IV	1	Pre-req: MUS*270 Pre-req: MUS*242 Pre-req: MUS*248
MUS*166	Music Ear-Training I	1	Pre-req: None Co-Req: MUS*115
MUS*168	Music Ear-Training II	1	Pre-req: MUS*166 Co-Req: MUS*116
MUS*260	Music Ear-Training III	1	Pre-req: MUS*168 Co-Req: MUS*213
MUS*261	Music Ear-Training IV	1	Pre-req: MUS*260 Co-Req: MUS*214
MUS*101	Music History & Appreciation I	3	Pre-req: Eligibility ENG*101
MUS*102	Music History & Appreciation I	3	Pre-req: Eligibility ENG*101
MUS*115	Music Theory I	3	Pre-req: None Co-Req: MUS*166
MUS*116	Music Theory II	3	Pre-req: MUS*115 Co-Req: MUS*168
MUS*213	Music Theory III	3	Pre-req: MUS*116 Co-Req: MUS*260
MUS*214	Music Theory IV	3	Pre-req: MUS*213 Co-Req: MUS*261
MUS*190	Group Piano I	1	None, BUT requires program coordinator's approval

CT State Community College Music Studies Program

MUS*191	Group Piano II	1	Pre-req: MUS*190
MUS*252	Group Piano III	1	Pre-req: MUS*191
MUS*255	Group Piano IV	1	Pre-req: MUS*252
MUS*107	Today's Music	3	Pre-req: Elig. ENG*101
	Music Elective/s to choose from the Designated Electives List below	3	
NOTES:	<p>Music major students are required to take 4 semesters of Ensembles (Vocal, or instrumental: Classical or Jazz)</p> <p>Group Piano I and Applied Lessons level I courses require permission of the Music department. As in all nationally accredited music programs, students declaring Music as their major must do an interview/audition with the music faculty prior to registering for any music courses for the first time. This audition is not a pass or fail. It is simply a method of assessment, so faculty can better advise them and direct them in the right direction from the beginning of their music studies. The Piano lab has limited seat capability, thus Group Piano courses can only be open to music majors. MUS*148 is a Beginning Piano course open to any student at the college. Occasionally, non-music majors want to continue studying the instrument. If there are seats available in the class 2-3 days before classes begin, the instructor might grant them permission to register.</p>		
	Total Program Requirement Credits	44	
	General Education Core Credits	21-24	
	Program Total Credits*	65-68	

*Music Studies A.A. degree was exempt from credit normalization

The required CCS*101 Gen Ed course increases the minimum total credits from the previously approved 64 to 65. A credit normalization waiver for the 1 extra credit is needed.

Program Designated Electives (3 credits)			
Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
MUS*148	Beginning Piano (at MCC and NVCC)	3	None
MUS*160	Beginning Voice (MCC and NVCC)	3	None
MUS*218	Electronic Music Composition I (CCC, MCC, and NVCC)	3	Pre-req: MUS*115, MUS*166, and MUS*190, or Instructor's Approval
MUS*219	Electronic Music Composition II (CCC, MCC, MxCC, and NVCC)	3	Pre-req: MUS*218
MUS*111	Fundamentals in Music (MCC, MXCC, and NVCC)	3	None
MUS*141	Guitar I (HCC, MCC, TXCC).	3	None

CT State Community College Music Studies Program

MUS*142	Guitar II	3	Pre-req: MUS*141
MUS*137	History and Appreciation of Jazz (NWCC, HCC)	3	Pre-req: Elig. ENG*101
MUS*188	Introduction to Conducting (at MCC)	2	Pre-req: MUS*190, MUS*168, MUS*116, AND either MUS*133 or MUS*187
MUS*206	Introduction to Music Education (at MCC)	2	None, although MUS*111 is recommended
MUS*158	Jazz Ensemble	2	None (but must have some rudimentary facility with a musical instrument)
MUS*167	Language for Singers (at MCC)	2	None
MUS*174	Madrigal/Chamber Singer I(MCC)	1	Audition and Instructor's Approval; Co-req: take MUS133, MUS 134, MUS270 <u>or</u> MUS271 simultaneously
MUS*175	Madrigal/Chamber Singer II(MCC)	1	MUS*174; Co-req: take MUS133, MUS 134, MUS270 <u>or</u> MUS271 simultaneously
MUS*275	Madrigal/Chamber Singer III(MCC)	1	MUS*175; Co-req: take MUS133, MUS 134, MUS270 <u>or</u> MUS271 simultaneously
MUS*276	Madrigal/Chamber Singer IV(MCC)	1	MUS*275; Co-req: take MUS133, MUS 134, MUS270 <u>or</u> MUS271 simultaneously
THR*228	Musical Theater (at NVCC)	3	None, but students must be able sing matching pitch/ Instructor's Approval
THR*223	Plays in Production II (at NVCC)	3	Audition or Instructor's Approval
MUS*298	Special Topics in Music	2	MUS 101, MUS 102, MUS*116/MUS*168, & instructor's permission
MUS*108	Today's Music: Gospel, Ragtime. Blues, Jazz (at MCC)	3	Pre-req: Elig. ENG*101
MUS*104	World Music (at CCC, MxCC, NVCC)	3	Pre-req: Elig. ENG*101

Program Name: Nutrition and Dietetics

Degree Type: Associate in Science

Program Description: There is a growing demand for qualified personnel in the field of dietetics throughout the United States. The Nutrition and Dietetics Technician, Registered (NDTR) works under the supervision of a Registered Dietitian Nutritionist (RDN) in health care, food service management, and community nutrition programs. NDTRs also function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals, or by supervising food service operations. The program reflects the coordination of theory and practice that is required for students to acquire the knowledge, attitudes, and skills necessary for competent practice in dietetics. A minimum of 450 hours of supervised field experience provides opportunities to practice these skills.

Program Learning Outcomes:

Mission: The mission of the Nutrition and Dietetics program is to prepare graduates to become entry-level nutrition and dietetics technicians, registered with the competence and adaptability to compete successfully in diverse employment markets wherever food, nutrition, and fitness are emphasized. The mission of the Nutrition and Dietetics program encompasses the spirit of the College mission and the Division mission while relating directly to the uniqueness of the program.

Program Goal #1 and Objectives: The program will prepare graduates to be competent entry-level nutrition and dietetics technicians, registered.

- 50% of program graduates take the Commission on Dietetic Registration (CDR) credentialing exam for nutrition and dietetics technicians within 12 months of program completion.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for nutrition and dietetics technicians is at least 70%.
- At least 80% of full-time program students complete program/degree requirements within 3 years (150% of the program length).
- At least 70% of part-time program students complete program/degree requirements within 6 years (150% of program length for part-time students).
- 80% of graduates who completed the graduate survey will agree or strongly agree that the Nutrition and Dietetics program provides adequate teaching and training to become a competent dietetics professional.

Program Goal #2 and Objectives: To prepare graduates to successfully enter the Nutrition and Dietetics workforce.

- Of graduates who seek employment, 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- 70% of employers will rate program graduates in their employ as having a satisfactory knowledge base for entry-level practice on surveys.
- 80% of graduates are confident in their ability to communicate in writing, speaking, and presenting nutrition and dietetics to a variety of individuals and groups.

Goal and program outcome measures are available upon request of the program coordinator.

Program Student Learning Outcomes:

Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competency Standards for Core Competencies (CNDT) for Nutrition and Dietetics Technician programs are incorporated into this program.

Domain 1: Scientific and Evidence Base of Practice

- CNDT 1.1: Access data, references, patient education materials, consumer and other information from credible sources.
- CNDT 1.2: Evaluate information to determine if it is consistent with accepted scientific evidence.

- CNDT 1.3: Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.
- CNDT 1.4: Implement actions based on care plans, protocols, policies and evidence-based practice.

Domain 2: Professional Practice Expectations

- CNDT 2.1: Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.
- CNDT 2.2: Use clear and effective oral and written communication.
- CNDT 2.3: Prepare and deliver sound food and nutrition presentations to a target audience.
- CNDT 2.4: Demonstrate active participation, teamwork and contributions in group settings.
- CNDT 2.5: Function as a member of interprofessional teams.
- CNDT 2.6: Refer situations outside the nutrition and dietetics technician scope of practice or area of competence to a registered dietitian nutritionist or other professional.
- CNDT 2.7: Participate in professional and community organizations.
- CNDT 2.8: Demonstrate professional attributes in all areas of practice.
- CNDT 2.9: Show cultural competence in interactions with clients, colleagues and staff.
- CNDT 2.10: Perform self-assessment and develop goals for self-improvement throughout the program.
- CNDT 2.11: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CNDT 2.12: Participate in advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
- CNDT 2.13: Practice and/or role play mentoring and precepting others.

Domain 3: Clinical and Customer Services

- CNDT 3.1: Perform nutrition screening and identify clients or patients to be referred to a registered dietitian nutritionist.
- CNDT 3.2: Perform specific activities of the Nutrition Care Process as assigned by registered dietitian nutritionists in accordance with the Scope of Nutrition and Dietetics Practice for individuals, groups and populations in a variety of settings.
- CNDT 3.3: Provide nutrition and lifestyle education to well populations.
- CNDT 3.4: Promote health improvement, food safety, wellness and disease prevention for the general population.
- CNDT 3.5: Develop nutrition education materials for disease prevention and health improvement that are culturally and age appropriate and designed for the educational level of the audience.
- CNDT 3.6: Perform supervisory functions for purchasing, production and service of food that meets nutrition guidelines, cost parameters and health needs.
- CNDT 3.7: Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.

Domain 4: Practice Management and Use of Resources

- CNDT 4.1: Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.
- CNDT 4.2: Perform supervisory, education and training functions.
- CNDT 4.3: Use current nutrition informatics technology to develop, store, retrieve and disseminate information and data.
- CNDT 4.4: Participate in development of a plan for a new service including budget.
- CNDT 4.5: Implement and adhere to budgets.
- CNDT 4.6: Assist with marketing clinical and customer services.
- CNDT 4.7: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

Program Descriptors: The Nutrition and Dietetics program is currently granted accreditation by the Accreditation Council

for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995; (312) 899-0040 ext. 5400 or (800) 877-1600; www.eatright.org/acend.

Graduates of the program are encouraged to take the Commission on Dietetic Registration's registration examination to become a NDTR. Graduates are also eligible for membership in the Academy of Nutrition and Dietetics, and the Association of Nutrition & Foodservice Professionals.

Students who wish to transfer to an approved four-year program in dietetics should consult the program coordinator regarding the transferability of courses.

Admissions Procedure: All students must first apply to and be accepted by the College. Unless waived, all applicants must take placement tests in reading, English, and mathematics. Students in this program are responsible for expenses for uniforms, physical examinations, travel to field sites, parking, meals, CPR training, and drug testing. Specific information about these costs and coverage for accident and liability insurance is available from the Program Coordinator, Marcia Doran, and in the Nutrition & Dietetics Student Guide. A complete physical examination is required before supervised field experience begins. Financial aid information is available through the College Financial Aid office.

Graduation Requirements: In addition to the College's general requirements, this program requires a minimum grade of "C" (73 percent) in each and all science, math and program-specific courses. The student must also successfully complete all of the program competencies and must pass the National Restaurant Association Sanitation exam. The program coordinator reserves the right to recommend to the College the withdrawal of any student from the Nutrition and Dietetics program whose health, clinical performance, attendance, or conduct does not meet the program standards. Students are encouraged to complete the program requirements within 5 years. Upon successful completion of the Nutrition and Dietetics program, graduates will receive a verification statement. The signed verification statement documents that an individual has completed the requirements of a nutrition and dietetics education program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®). It allows the CT State Community College Nutrition and Dietetics program graduate to establish eligibility to write the registration examination for nutrition and dietetics technicians.

General Education Core Courses (21-25 credits)			
Course Number or Category		CourseName	# of Credits
1	ENG*101	English Composition	3
2	MAT*137	Intermediate Algebra	3
3	COM*173	Public Speaking	3
4	CHE*111	Concepts of Chemistry	4
5	Social / Behavioral Science	Any course vetted for Social / Behavioral Science	3
6	ENG*102 or ENG*200	Literature & Composition or Advanced Composition	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22

Program Requirements (41 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HSP*109	Food Safety Certification	1	TBD
BIO*115	Essentials of Human Biology	4	TBD
NTR*101	Introduction to Dietetics	3	None
NTR*102	Nutrition I: Principles of Nutrition	3	None
NTR*120	Foods	3	P: MAT* 095 or higher.
NTR*103	Nutrition Therapy I	3	P: A grade of C or better in NTR* 102.
NTR*105	Food Management Systems	3	P: MAT* 095 or higher.
NTR*210	Nutrition Internship I	3	P: NTR* 103, NTR* 120, HSP* 109, BIO* 115, and MAT* 137 or higher. A minimum GPA of 2.8 and a C in all nutrition, science and math courses are also required for this class.
NTR*200	Nutrition through the Life Cycle	3	P: BIO* 115, NTR* 102
NTR*201	Community Nutrition Education	3	P: NTR* 103 and COM* 173.
NTR*212	Nutrition Internship II	3	P: NTR* 210
NTR*202	Nutrition Therapy II	3	P: A grade of C or better in NTR* 103 , BIO* 115, and CHE* 111. Note: BIO* 115 and CHE* 111 must be taken within 5 years of beginning this course unless waived by the program coordinator.
NTR*205	Management in Dietetics	3	P: NTR* 105
NTR*214	Nutrition Internship III	3	P: NTR* 212
		41	
	Program Requirement Credits	41	
	General Education Core Credits	22	
	Program Total Credits	63*	

*Note: I would like to apply for a credit normalization waiver for 3 credits of CCS 101.

Program Name: Occupational Therapy Assistant

Degree Type: Associate in Science

Program Description: Welcome! The Occupational Therapy Assistant (OTA) program is designed for students with an interest in working with individuals who are limited in what they can do because of a physical, emotional or developmental disability, illness or the aging process. The goal of occupational therapy is to help people of any age – from newborns to the elderly – live their lives to the fullest – at home, at work or at school – by making it possible for them to perform life's everyday activities.

Founded in 1917, occupational therapy is a well-established profession and offers many exciting opportunities for the Certified Occupational Therapy Assistant. Occupational therapy is an expanding specialty in the healthcare field. Working under the indirect supervision of a Registered Occupational Therapist, the Certified Occupational Therapy Assistant provides patients training on ways to perform life's daily activities, such as bathing, dressing and cooking. An occupational therapy assistant also offers patients and their families suggestions on how to adapt home, work and school environments to best meet the patient's special circumstances.

The Occupational Therapy Assistant program at Manchester Campus of CT State Community College combines coursework with a four-month supervised clinical experience that focuses on the psycho-social, physical and developmental aspects of practicing occupational therapy.

Program Learning Outcomes:

The American Occupational Therapy Association in its VISION 2025 statement describes Occupational Therapy as “an inclusive profession that maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” The OTA program offers an accelerated, a full-time and part-time plan of study, thereby enabling the student to complete the program in 3 semesters, 4 semesters or 5 semesters, respectively.

Upon successful completion of all Occupational Therapy Assistant degree program requirements, graduates will

- Sit for the national certification exam.
- Demonstrate the clinical skills required for working as an Occupational Therapy Assistant.
- Demonstrate the interpersonal skills necessary to function as a Certified Occupational Therapy Assistant.
- Comprehend the scope of occupational therapy practice.
- Apply principles in analysis and application of occupational therapy treatment in the spectrum of human occupation.

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors: The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number, c/o AOTA, is 301-652-AOTA and its web address is www.acoteonline.org.

Graduates of the program are eligible to sit for the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Additionally, all states require licensure to practice; However, state licenses are usually based on the results of the NBCOT

certification exam. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure.

Courses with an OTA designator are offered exclusively during the day. All course work must be completed with a grade of C or better and a minimum GPA of 2.5 must be maintained throughout the program. The clinical semester, which is offered both fall and spring semesters, provides a four-month, full-time, supervised learning experience with a focus on psychosocial, physical dysfunction and developmental disability areas of practice. If critical unforeseen circumstances arise, students have 18 months upon completion of academic work to complete the clinical semester. Due to standards set by The Joint Commission (TJC), students are advised that the fieldwork sites to which they are assigned for fieldwork rotations, as well as state regulations, may require that they submit to a criminal background check before beginning their fieldwork experiences. Manchester Campus of CT State Community College cannot be responsible for finding an alternate clinical placement for a student who fails to pass the background check. A student who is unable to complete the required fieldwork experience will be unable to complete the requirements for the associate degree in Occupational Therapy Assistant but may be able to apply some or all of the credits completed to an associate degree in General Studies. Students are advised to meet with a Guided Pathways Advisor to discuss degree completion requirements.

Application: In addition to completing the CT State Community College Application for Admission, students who are interested in pursuing a career in Occupational Therapy are required to fill out a separate Occupational Therapy Assistant Application (applications are available on the OTA Program webpage) and the application packet is submitted electronically, per the directions specified on the application. The Occupational Therapy Assistant Program utilizes a selective admissions process and applicants are required to meet specific admission criteria in preparation for the academic rigor of the OTA Program. To qualify for application to the Occupational Therapy Assistant Program, students must have a grade point average at or above 2.5, and have completed BIO* 115, ENG* 101, and PSY* 111 with a grade of C or better, as well as CCS 101. Applicants must also be eligible for college level math, and have attended an OTA Information Session.

The program offers three tracks - Accelerated, Full-Time, and Part-Time options:

- **Accelerated track:** Open to students who have completed all general education requirements prior to program application. This allows the student to complete the OTA 234 course in the first semester (typically offered within third semester), representing two semesters of academic coursework on campus and the completion of the clinical within the third semester.
- **Full-Time track:** Provides three semesters of academic coursework and the completion of the clinical within the fourth semester.
- **Part-Time track:** Provides four semesters of academic coursework, by distributing the spring semester coursework over two spring semesters and the completion of the clinical within the fifth semester.

General Education Core Courses (22 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*109	Quantitative Literacy	3
3	Elective	Arts & Humanities Elective	3
4	BIO*115	Human Biology	4
5	ANT*118	Health, Healing, and Culture	3
6	COM*173	Public Speaking	3
7	CCS*101	College Career and Success	3*
General Education Core Credits			22

*Note: Would like to apply for a credit normalization waiver for the 3 credits of CCS 101

Program Requirements (41 credits)			
Course Number	CourseName	# of Credits	Pre-req./Co-req. Course#
PSY*201	Life Span Development	3	TBD
OTA*102	Foundations of Occupational Therapy	3	P: Admission to theOTA Program. C: OTA 120 P or C: PSY 201
OTA*120	Neurologic Intervention in Occupational Therapy	4	C: OTA 102 P or C: PSY 201
OTA*206	Level I Advanced Fieldwork	1	P: OTA* 102, OTA*120, and PSY 201 C: OTA* 208
OTA*208	Healthcare Management in Occupational Therapy	3	P: OTA* 102, OTA*120, and PSY 201 C: OTA* 206
OTA*210	Occupational Therapy Practice in Pediatrics	3	P: OTA* 102, OTA*120, and PSY 201 C: OTA 210L
OTA*210L	Occupational Therapy Practice in Pediatrics Lab	1	P: OTA* 102, OTA*120, and PSY 201 C: OTA 210

CT State Community College Unique Program Template

OTA*216	Occupational Therapy Practice in Physical Dysfunction	3	P: OTA* 102, OTA*120, and PSY 201 C: OTA 216L
OTA*216L	Occupational Therapy Practice in Physical Dysfunction Lab	1	P: OTA* 102, OTA*120, and PSY 201 C: OTA 216
OTA*218	Occupational Therapy Practice in Mental Health	3	P: OTA* 102, OTA*120, and PSY 201 C: OTA 218L
OTA*218L	Occupational Therapy Practice in Mental Health Lab	1	P: OTA* 102, OTA*120, and PSY 201 C: PSY 201 and OTA* 218
OTA*234	Documentation in Occupational Therapy	3	P: OTA* 102 and OTA* 120 C: Course may be taken in the first or third semester of the OTA Program.
OTA*242	Level II Fieldwork	11	P: Successful completion of all OTA and general education course work, and Level I and Level 1 Advanced Fieldwork. C: OTA* 244
OTA*244	Clinical Seminar in Occupational Therapy	1	P: Completion of all OTA and general education course work, and Level I and Level 1 Advanced Fieldwork. C: OTA* 242
	Program Requirement Credits	41	
	General Education Core Credits	22	
	Program Total Credits	63*	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

TROY PADDOCK

June 24, 2021

WHEREAS, The faculty at Southern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Troy Paddock for the title of Connecticut State University Professor; and

WHEREAS, The President of Southern Connecticut State University, Joe Bertolino, has endorsed the committee's recommendation to award the title to Professor Paddock and Connecticut State Colleges and Universities President Jane M. Gates has concurred; and

WHEREAS, Professor Paddock, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1998 as a member of the Department of History, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Paddock has earned international recognition for his research on the ideas and perceptions of imperial Germany and propaganda in World War I, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Troy Paddock of Southern Connecticut State University effective June 24, 2021, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Paddock be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Dr. Troy Paddock of Southern Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION

President Joe Bertolino endorses the recommendation of Southern's nominating committee and requests that the Board of Regents award the title CSU Professor to Dr. Troy Paddock of the Department of History. The System President Jane M. Gates concurs with this recommendation. President Bertolino's letter of recommendation is attached.

06/11/2021 – BOR Academic & Student Affairs Committee

06/24/2021 – Board of Regents



May 28, 2021

Dr. Jane Gates
Interim President
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, Connecticut 06105

Dear President Gates:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Troy Paddock to you and the CSU Board of Regents for designation as a Connecticut State University Professor, effective June 24, 2021.

In this distinguished appointment, Dr. Paddock, a Professor of History, would replace the recently retired Dr. David Levine, Professor of Art and join Southern's current CSU Professors: Dr. Vivian Shipley, Professor of English and Dr. Elliott Horch, Professor of Physics.

The CSU Professor Advisory Committee, chaired by SCSU Chemistry Department Chair Adiel Coca, stated that Dr. Paddock met the benchmark of excellent in all three selection categories: creative activity, teaching, and service.

A full Professor since 2008, Dr. Paddock has developed a remarkable record of teaching and service excellence.

His scholarship has focused on ideas and perceptions of imperial Germany and propaganda in World War I. He has generated a significant base of work in four monographs and edited volumes, plus multiple book chapters and articles, establishing an international reputation as an expert in his field.

In 2015, Southern recognized his efforts in scholarship with the SCSU Faculty Scholar award and earlier, in 2008, he was the recipient of the CSUS Board of Trustees Research Award for the Connecticut State University System.

His scholarly expertise has also been recognized with his service on the board of directors at the New Haven Museum and Historical Society.

Page 2
Jane Gates
5/28/21

Our students are fortunate to have a scholar with Dr. Paddock's credentials participating in their education. Twice the chair of his department, he has taught many different courses in history, seven of which he created. In recognition of his extensive work on multiple committees he was recognized with the Robert Jirsa Service Award in 2017.

Dr. Paddock's strong and well-rounded record makes him a superb candidate for the CSU Professorship.

This recommendation is in compliance with the terms of the process as outlined within the BOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Paddock to be presented to the Board of Regents for their consideration at the June 24th Board of Regents meeting. If you require any further information, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a stylized flourish at the end.

Joe Bertolino
President

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: 2011	
Original Program Characteristics CIP Code No. 52.0101 Title of CIP Code Business/Commerce, General Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 1990 OHE#: 01374 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: 40 # Credits in Program Core Courses: 48 # Credits of Electives in the Field: 12 # Credits of Free Electives: 14 # Cr Special Requirements (include internship, etc.): 3-6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 63-66
Modified Program Characteristics Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Bachelor of Science Certificate ¹ : (specify type and level) Program Initiation Date: 1990 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 40 # Credits in Program Core Courses: 36 # Credits of Electives in the Field: 15 # Credits of Free Electives: 26 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 54
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	
Rationale for Modification: The program is being reduced in size in order to stabilize staffing and make effective use of full-time faculty. The program is also being streamlined to reduce the number of concentrations being offered to better match faculty expertise, create a distinct program identity, and allow students to choose courses that will aid in their employability. The changes will also make it easier for transfer students to complete the program in a timely manner. And finally, to increase program value for students, the changes are being done by ensuring that a strong program of student learning outcomes assessment and curricular improvements is put in place.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None	
Institutional Contact for this Proposal: Dr. Elizabeth Scott Title: Dean Tel.: 8604655293 e- mail: scotte@easternct.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education and Professional Studies; main campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
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		
See attached						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Business Disciplinary Knowledge: Knowledge and comprehension of the fundamental concepts and processes relevant to business and core business functions. 2. Critical Thinking: Analysis and evaluation of complex ideas and information as a basis for formulating well-reasoned beliefs, judgments, and conclusions about business issues. 3. Ethical Reasoning: Recognition of ethical issues relevant to business and the impact of business decisions on individuals, society, and the environment. 4. Communication: Identify and utilize the most appropriate means to address business audiences with the aim of effectively informing and persuading. 5. Quantitative Literacy: Utilize numerical data and quantitative tools to understand and analyze business problems and make business decisions. 6. Creativity: Synthesize ideas and information in original ways to generate innovative business solutions. 						

Proposal for Modification of B.S. in Business Administration

Table 1: Existing Business Administration Program

Existing Program	Existing Program Electives (all 3 credit courses) – Take 3 courses for Concentration	
<u>Related Business Requirements:</u> ECO 200 - Principles of Macroeconomics (3) ECO 201 - Principles of Microeconomics (3) ECO 215 or MAT 216 – Statistics (3) BUS 205 - Information Management (3) <u>Common Business Core Requirements:</u> ACC 201 - Principles of Accounting I (3) ACC 202 - Managerial Accounting (3) BUS 201 - Principles of Management (3) BUS 225 - Principles of Marketing (3) BUS 245 - Business Finance (3) BUS 250 - Business Law I (3) BUS 260 - Operations Management (3) <u>Advanced Business Core Requirements:</u> BUS 301 - Business Ethics (3) BUS 351 - Advanced Bus Concepts (3) BUS 431 - Management Policy & Strategy (3) BUS 490 - Business Internship/Co-op (3-6) <u>International Perspectives:</u> (6) <u>Business Electives*:</u> (12) TOTAL: 63-66 credits *Business Electives – Take 9 for Concentration	<u>Finance Electives</u> BUS 345 - Advanced Topics in Business Finance BUS 346 - Investment Analysis BUS 347 - Financial Institutions and Markets BUS 348 - Personal Financial Planning BUS 349 - Real Estate Finance BUS 437 - International Financial Management BUS 438 - Bank Management BUS 445 - Case Studies in Financial Management BUS 446 - Financial Derivatives BUS 462 - Seminar in Finance <u>Healthcare Management Electives</u> BUS 350 - Healthcare Management BUS 380 - Quality Improvement in Health Care BUS 381 - Healthcare Law <u>Human Resource Management Electives</u> BUS 330 - Industrial Labor Relations BUS 331 - Organizational Behavior BUS 333 - Human Resource Management BUS 433 - Strategic Talent Management BUS 436 - Global Human Resource Management <u>International Business Electives</u> BUS 307 - Global Business BUS 329 - International Marketing BUS 362 - Global Operations and Logistics BUS 370 - Business Perspectives, Canada/US BUS 437 - International Financial Management BUS 450 - International Business BUS 463 - Seminar in International Business	<u>Operations Management Electives</u> BUS 360 - Supply Chain Management BUS 361 - Systems and Operations BUS 362 - Global Operations and Logistics BUS 363 - Introduction to Six Sigma BUS 364 - Service Management BUS 366 - Lean Production BUS 467 - Seminar in Operations and Systems <u>Management Electives</u> BUS 330 - Labor Relations Employment Law BUS 331 - Organizational Behavior BUS 332 - Management of Organizations BUS 333 - Human Resources Management BUS 363 - Introduction to Six Sigma BUS 370 - Business Perspectives, Canada/US BUS 433 - Strategic Talent Management BUS 434 - Org. Improvement and Mgmt. Develop. BUS 450 - International Business BUS 464 - Seminar in Management BUS 466 - Seminar in Non-Profit Organizations <u>Marketing Electives</u> BUS 321 - Advertising BUS 324 - Marketing Mgmt. for Hospitality Industry BUS 325 - Consumer Behavior BUS 326 - Sales Management BUS 327 - Business-to-Business Marketing BUS 329 - International Marketing BUS 428 - Marketing Research (Required for Conc.) BUS 429 - Strategic Marketing BUS 465 - Seminar in Marketing

Table 2: PROPOSED Business Administration Program

PROPOSED Program	PROPOSED Program Concentrations		
	(one concentration required; 15 credits; all 3 credit courses; students can declare more than one concentration)		
<u>Required Foundational Courses:</u> (21 credits) ACC 201 - Principles of Accounting I (3) ECO 200 - Principles of Macroeconomics (3) ECO 201 - Principles of Microeconomics (3) MAT 216/ECO 215 – Statistics (3) BIS 205 - Information Management (3) FIN 245 - Business Finance (3) BUS 260 - Operations Management (3) <u>Required Core Courses:</u> (18 credits) BUS 201 - Principles of Management (3) BUS 225 - Principles of Marketing (3) BUS 301 - Business Ethics (3) BUS 351 – Entrepreneurship (3) BUS 431 - Management Policy & Strategy (3) BUS 490 - Business Internship/Co-op (3) <u>Concentration Electives:</u> (15 electives) TOTAL: 54 credits	<u>Management Concentration</u> (15 credits) <i>Required Electives</i> BUS 331 - Organizational Behavior BUS 333 - Human Resource Management BUS 450 - International Business <i>Choose Any 2</i> BUS 315 - Critical and Creative Thinking BUS 332 - Management of Organizations BUS 350 - Healthcare Management BUS 433 - Strategic Talent Management BUS 436 - Global HRM BUS 464 – Seminar in Management	<u>Marketing Concentration</u> (15 credits) <i>Required Elective</i> BUS 428 - Marketing Research <i>Choose Any 4</i> BUS 321 - Advertising BUS 325 - Consumer Behavior BUS 326 - Sales Management BUS 327 - B-to-B Marketing BUS 329 - International Marketing BUS 428 – Strategic Marketing BUS 465 – Seminar in Marketing	<u>International Business Concentration</u> (15 credits) <i>Required Electives</i> BUS 307 - Global Business BUS 450 - International Business <i>Choose Any 3</i> BUS 329 - International Marketing OSC 362 - Global Operations & Logistics BUS 436 - Global HRM FIN 437 - International Finance Management BUS 463 - Seminar in International Business

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: 2011	
Original Program Characteristics CIP Code No. 52.0801 Title of CIP Code Finance Name of Program: Finance Degree: Title of Award (e.g. Master of Arts) Bachelors of Arts Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 2014 OHE#: 17670 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: 40 # Credits in Program Core Courses: 60 # Credits of Electives in the Field: 9 # Credits of Free Electives: 11 # Cr Special Requirements (include internship, etc.): 3-6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Finance Degree: Title of Award (e.g. Master of Arts) Bachelors of Arts Certificate ¹ : (specify type and level) Program Initiation Date: 2014 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 40 # Credits in Program Core Courses: 45 # Credits of Electives in the Field: 9 # Credits of Free Electives: 26 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 117
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	
Rationale for Modification The Finance program seeks to provide a deeper understanding of finance to students while reducing the number of credits within the program to provide students with greater flexibility in selecting electives to meet the future they desire.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None	
Institutional Contact for this Proposal: Dr. Elizabeth Scott Title: Dean Tel.: 8604655293 e- mail: scotte@easternct.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education and Professional Studies; main campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
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		
See Attached						
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Disciplinary Knowledge: Students have knowledge of current finance theory <ol style="list-style-type: none"> a. Students deconstruct contemporary financial issues using finance theory 2. Critical Thinking: Students can think critically <ol style="list-style-type: none"> a. Students determine appropriate outcomes of financial issues 3. Ethics: Students are ethical researchers <ol style="list-style-type: none"> a. Students use data and information ethically 4. Communication: Students effectively communicate <ol style="list-style-type: none"> a. Students provide clear and detailed written explanations of solutions to financial issues b. Students respond eloquently to verbal prompts 5. Quantitative Literacy: Students have employable quantitative skills <ol style="list-style-type: none"> a. Students incorporate numeric information to support solutions to financial issues 6. Creativity: Students are creative researchers <ol style="list-style-type: none"> a. Students design creative approaches to assess financial issues 						

Table 1

Existing Finance Program		
Prerequisites ECO 200 - Principles of Macroeconomics (3) ECO 201 - Principles of Microeconomics (3) ECO 215 - Statistics (3) BIS 205 - Information Management (3) Related Business Courses ACC 201 - Principles of Accounting I (3) ACC 202 - Managerial Accounting (3) BUS 201 - Principles of Management (3) BUS 225 - Principles of Marketing (3) BUS 250 - Business Law I (3) BUS 260 - Operations Management (3) BUS 301 – Business Ethics	Finance Core FIN 245 Business Finance (3) ECO 325 Money and Banking (3) FIN 335 Financial Management (1.5) FIN 346 Investment Analysis (3) FIN 347 Financial Institutions and Markets (3) FIN 437 International Financial Management (3) FIN 445 Case Studies in Financial Management with Electronic Spreadsheets (3) FIN 447 Wealth Management (1.5) FIN 490 Internship in Finance (6)	Electives FIN 300 Fundamental of Insurance (3) FIN 348 Personal Financial Planning (3) FIN 349 Real Estate Finance (3) FIN 438 Bank Management (3) FIN 446 Financial Derivatives (3) FIN 462 Seminar in Finance (3)
Proposed Finance Program		
Prerequisites ECO 200 - Principles of Macroeconomics (3) ECO 201 - Principles of Microeconomics (3) ECO 215 - Statistics (3) BIS 205 - Information Management (3) Related Business Courses ACC 201 - Principles of Accounting I (3) ACC 202 - Managerial Accounting (3) BUS 250 - Business Law I (3)	Finance Core FIN 245 Business Finance (3) ECO 325 Money and Banking (3) FIN 346 Investment Analysis (3) FIN 347 Financial Institutions and Markets (3) FIN 437 International Financial Management (3) FIN 445 Case Studies in Financial Management with Electronic Spreadsheets (3) FIN 462 Seminar in Finance (3) FIN 490 Internship in Finance (3)	Choose 3 electives in 1 of the 2 areas: -Banking and Real Estate- Choose 3 of the following FIN 335 Financial Management (3) FIN 349 Real Estate Finance (3) FIN 438 Bank Management (3) FIN 446 Financial Derivatives (3) Or -Investment- Choose 3 of the following FIN 348 Personal Financial Planning (3) FIN 385 Portfolio Management (3) FIN 446 Financial Derivatives (3) FIN 447 Wealth Management (3)

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

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 4.27.21
Characteristics of Below-Threshold Offering Name of Offering: Applied Behavior Analysis Minor Type of Offering (e.g. Grad Certificate) UG Minor Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Fall 2022 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: 18 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 18
CIP Code No. 13.1001	Title of CIP Code Special Education and Teaching. 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) Annual demand for individuals holding the Board Certified Assistant Behavior Analyst (BCaBA®) certification has increased by 995% in the past 7 years, with increases projected to continue at this rate past 2024 (Behavior Analyst Certification Board, 2018). At current, there is an inadequate number of undergraduate level ABA programs in the State of CT to serve this identified gap; Southern is positioned to become the second program to serve this clearly growing need and serve a different geographic location in CT. Not only does this program aim to increase the amount of trained BCaBA®s in the state, but also to increase student enrollment in the SPED undergraduate and graduate programs at Southern. It is a goal that this BCaBA® program will train undergraduate level behavior analysts and serve as a recruitment pipeline for students to continue into the M.S. program to gain a master's level degree in ABA, the terminal degree in the field and an additional area of need in CT. In addition to this coursework, students will have to complete a minimum of 1,300 hours of supervised clinical experience in ABA to fully qualify for the exam. While this clinical experience is required by the BACB®, it will also serve two purposes for Southern and it's students; i.) students who are enrolled in the ABA coursework will have a greatly increased marketability and ability to obtain gainful employment in ABA after completion. This employment would count as both clinical experience hours and will provide students with paid experience in the field. ii.) the requirement of clinical experience will likely expand the SPED department's community partnerships and placements for undergraduate students, just as the masters level program clinical experience has done. The BACB® requires clinical experience be	

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.

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completed within 5-years of candidate's program start date. Accordingly, students will need to secure their own clinical experience as it will not be offered within the scope of the program. However, the ABA program has established a number of relationships with ABA agencies throughout the State with the aim of assisting students in employment endeavors and agencies in recruitment of highly-qualified staff.

Learning objectives-

- Foundational Knowledge- Program graduates will demonstrate evidence of competencies regarding the philosophical assumptions of the science as how they relate to behavior analytic practice.
- Measurement and Analysis- Program graduates will design measurement systems which appropriately relate to the measurable dimensions of behavior and will use results of measurement to demonstrate appropriate data-based decisions for client outcomes.
- Assessment- Program graduates will demonstrate the ability to identify appropriate assessments per-individual need and conduct behavior analytic assessments, consistent with their level of potential certification, as delineated by the BACB® guidelines.
- Intervention- Program graduates will identify and implement behaviorally-based intervention strategies providing data-based rationale for selection.
- Ethical practice- Program graduates will demonstrate fluent understanding of the applied behavior analyst code of ethics and demonstrate the knowledge necessary to engage in ethical clinical practice.
- Program implementation- Program graduates will show evidence of the design and strategic implementation of programming with appropriate training and supervision embedded.
- Professional outcomes- Program graduates will complete the coursework component necessary to sit for national certification in Applied Behavior Analysis.

Course List-

SED 210- Principles of learning and behavior (3 credits)

SED 250- Data-based decision making (3 credits)

SED 310- Intro to Assessment in ABA (3 credits)

SED 350- Intro to interventions in ABA (3 credits)

SED 351- Intro to behavior analytic practice (2 credits)

SED 405- Intro to ethics in ABA (1 credit)

SED 404- Intro to program implementation, supervision and management (3 credits)

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

The main financial considerations for this program are the faculty needed to teach the courses. There are currently two full-time faculty in the SPED department who are already teaching in the ABA graduate programs and would also be responsible for the ABA undergraduate courses. As stated, ABA is a growing field, globally and it is the aim of this program to increase enrollment in the undergraduate and graduate ABA programs through this minor.

Institutional Contact for this Proposal: Meghan Brahm/ Mark Groskreutz	Title: Assistant Professor/ Associate Professor	Tel.: (203) 392-5046/ (203) 392-5951 e-mail: brahmm1@southernct.edu/ groskreutzm2@southernct.edu
Institution's Unit: <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: College of Education, Main campus		

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

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
SED 210*- Principles of learning and behavior	1, 5, 7	N/A	3			
SED 250*- Data-based decision making	2, 5, 7	N/A	3			
SED 310*- Intro to Assessment in ABA	3, 5, 7	SED 210 & 250	3			
SED 350*- Intro to interventions in ABA	4,5, 7	SED 210 & 250	3			
SED 351*- Intro to behavior analytic practice	3,4,5, 7	SED 210, 250, 310 &350	2			
SED 405*- Intro to ethics in ABA	5, 7	SED 210, 250, 310 &350	1			
SED 404*- Intro to program implementation, supervision and management	6, 7	SED 210, 250, 310 &350	3			
Prerequisites						
SED 310 pre-req.- B- or better in SED 210 and SED 250 or instructor approval.						
SED 350 pre-req. Admission into ABA Minor and B- or better in SED 201 and SED 250 or instructor approval.						
SED 351 pre-req.- Admission into ABA minor. B- or better in SED 210, 250, SED 310 and 350 or instructor approval.						
SED 405- Admission into ABA minor. B- or better in SED 210, 250, SED 310 and 350 or instructor approval.						
SED 404- Admission into ABA minor. B- or better in SED 210, 250, 310 and 350 or instructor approval.						
Total Other Credits Required to Issue Credential						18

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.)* After completing the ABA minor program, students will meet the following learning objectives. These learning objectives are linked to the content areas required by the Behavior Analyst Certification Board (BACB®) which must be met before students may take the BCaBA® exam. (see above)

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 4.27.21
Characteristics of Below-Threshold Offering Name of Offering: Human Resource Management Type of Offering (e.g. Grad Certificate) Minor Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: x On ground x 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: 0 # Credits in Program Core Courses: 18 # Credits of Electives in Field: 3 # Credits of Electives: 3 # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 18
CIP Code No. 521001 Title of CIP Code Human Resource 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) The purpose of this proposal is to offer a new undergraduate minor in Human Resource Management. Positions in Human Resource Management (HRM) are experiencing increasing demand with a job outlook from 2019-2029 of 6% faster than average and Connecticut has the fourth highest location quotient for number of jobs available (1.70) according to the Occupational Outlook Handbook ² . The Human Resource Management (HRM) minor is designed to prepare students to become effective HRM leaders in their organizations. This minor is a helpful addition to any career path or degree program that will lead to a student making decisions regarding the staffing, deployment, or development of employees. The minor was developed in line with the SHRM Body of Competency and Knowledge (BoCK) and will support graduates in demonstrating to employers that they have the desired knowledge, skills, abilities, and other characteristics (KSAOs) to fulfill employer demands and provides graduates with a solid foundation in HRM. According to SHRM, employers are more likely to hire HR candidates if they have an HR degree: 32% for entry level, 51% for mid-level, and 73% for senior level positions ³ . This minor will allow students to leverage their coursework to demonstrate competency in HRM skills and increase their likelihood of obtaining employment in HRM roles, as well as, support their ability to improve organizational performance through effective management of human resources.	
Cost Effectiveness and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) The program could be facilitated by current faculty. A possible additional HRM faculty line may be needed depending on demand for and enrollment in the program and related courses. There are no other additional costs associated with offering the program. We are working with students and local professional chapters to develop a SHRM aligned student chapter and curriculum. Thus, we are confident that our current resource allocation and commitment is sufficient to sustain the concentration, once launched.	
Institutional Contact for this Proposal: Trudy Milburn	Title: AVP for Academic Affairs Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business, Management/IB Department	

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.

² US Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1>)

³ SHRM Curriculum Guidebook (<https://www.shrm.org/certification/for-organizations/academic-alignment/Pages/SHRM-Human-Resource-Curriculum-Guidebook.aspx>)

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

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
MGT 385: Human Resource MGT	1,2,3		3			
MGT 405: Employment Law	1, 2, 3	MGT 240	3			
MGT 473: Employee T&D	1,2, 3	MGT 385	3			
MGT 474: Compensation and Benefit MGT	1, 2, 3	MGT 385	3			
MGT 476: Strategic Staffing	1, 2, 3	MGT 385	3			
MGT Elective	1,2,3	varies	3			
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

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

1. Demonstrate competency in the major areas of Human Resource Management
2. Integrate Human Resource Management with organizational strategy to improve business performance
3. Communicate best policies and practices in Human Resource Management content areas

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 4.27.21
Characteristics of Below-Threshold Offering Name of Offering: Racial and Intersectional Justice Studies Type of Offering (e.g. Grad Certificate) minor Anticipated Initiation Date: Spring 2022 Anticipated Date of First Completion (if applicable) : Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in Field: NA # Credits of Electives: 15 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential 18
CIP Code No. 45.9999 Title of CIP Code Social Sciences, Other	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>Proposed offering: The interdisciplinary minor in Racial and Intersectional Justice Studies (RIJS) provides students the opportunity to develop the intellectual foundation necessary to recognize both the roots of systemic oppression and injustices in contemporary society and the integral role of resistance, social movements and social policy to enact social change. Through study and praxis, students will develop an antiracist and intersectional framework to prepare them to be better informed citizens capable of advancing racial and intersectional justice. The minor includes one introductory course (3 credits) titled "SOC 213 Introduction to Racial and Intersectional Justice" and five elective courses (15 credits) from the approved list of elective coursework which is divided into three areas of study (Area One: Understanding oppression and injustice, Area Two: Resisting Oppression and Injustice, and Area Three: Resistance In Action) for a total of 18 credits. Elective coursework must be multidisciplinary (students must complete coursework from two or more disciplines) and 6 credits must be at the 300 level or above.</p> <p>Learning objectives: Minors in Racial and Intersectional Justice Studies will: 1) demonstrate a working knowledge of systems of oppression; 2) identify the roots of oppression and injustice through study of both theories of antiracism and intersectionality and the history of oppression and injustice; 3) examine and analyze resistance, social movements and social policy that address systemic oppression including: contemporary social movements against systemic oppression, social policies addressing systemic oppression, and antiracist and intersectional action and resistance; and 4) practice to dismantle systems of oppression through social policy, social movement and/or resistance work.</p> <p>Need and anticipated benefit: The purpose of this minor proposal is to formalize the role of racial and intersectional justice within the university curriculum. The Departments included in this proposal are contributing coursework due to student demand expressed by SCSU undergraduate students. Student leaders on campus have long sought curriculum to prepare</p>	

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.

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them for antiracist and intersectional action. Their representative spoke in favor of the minor at the SCSU Undergraduate Curriculum Forum on 4/15/21. Undergraduate students committed to the Social Justice mission of SCSU seek opportunities to both study and practice racial and intersectional justice and this minor affords one such an opportunity. The minor will also serve to attract potential new students who seek out a college which is committed to social justice through both discourse and action. College campuses across the United States are embracing social justice curriculum through the creation of minors and majors, many of which are multi- or interdisciplinary. The RIJS minor at SCSU benefited from a thorough review of these existing programs, uniquely building upon existing curriculum focused upon systemic inequalities by emphasizing the role of resistance and action within the curriculum as well as by incorporating an opportunity for community engagement (i.e. praxis). A curriculum designed around the close meaning of racial and intersectional justice will prepare students who seek to be active in their communities, providing them with necessary knowledge to serve as strong allies to the oppressed and marginalized and to enact social change to dismantle systemic inequality.

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

No new resources or expenditures are required to create the Racial and Intersectional Justice Studies minor. Of the 18 credits, only 3 credits are new coursework and several existing SCSU faculty members are prepared to teach this course. All elective courses are offered regularly and are taught by current SCSU faculty members. Anticipated resources to sustain the RIJS minor include: (a) An interdisciplinary steering committee comprised of existing faculty; (b) Two co-coordinators of the minor, one from the Department of Sociology and another from one of the departments contributing coursework in the minor. Reassigned time or credit release for the co-directors may be provided at the discretion of Dean of the College of Arts and Sciences based on the future size of the minor; (c) Additional financial resources to be sought externally through development initiatives by coordinators of the steering committee, the Dean of the College of Arts and Sciences, and the SCSU Foundation, including securing funding from external donor(s) to support: (1) the creation of a Racial and Intersectional Justice Teaching Collective to facilitate sharing of teaching resources between faculty instructors of Racial and Intersectional Justice Studies minor coursework, (2) the creation of working relationships with campus and community organizations to foster student engagement in racial and intersectional justice work both on- and off-campus, and (3) opportunities for training and experience in policy-making for both students and Racial and Intersectional Justice Studies minor faculty instructors.

Institutional Contact for this Proposal: Trudy Milburn

Title: AVP Academic Affairs

Tel.: (203) 392-5761

e-mail:

milburnt1@southernct.edu

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

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
*SOC 213 Introduction to Racial and Intersectional Justice Studies	1, 2, 3		3	Two electives from "Area 1: Understanding oppression and injustice" (see attached list of coursework)	1, 2	6
				Two electives from "Area w: Resisting Oppression and Injustice" (see attached list of coursework)	1, 3	6
				One elective from "Area 3: Resistance In Action" (see attached list of coursework)	1, 2, 3	3
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

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

1. Demonstrate a working knowledge of systems of oppression. (Assessment: program assessment will include data collection from course assignments in all Areas as well as portfolios/papers created in Area 3)
2. Identify the roots of oppression and injustice through study of both theories of antiracism and intersectionality and the history of oppression and injustice. (Assessment: program assessment will include data collection from course assignments in all Areas as well as portfolios/papers created in Area 3)
3. Examine and analyze resistance, social movements and social policy that address systemic oppression including: contemporary social movements against systemic oppression, social policies addressing systemic oppression, and antiracist and intersectional action and resistance. (Assessment: program assessment will include data collection from course assignments in all Areas as well as portfolios/papers created in Area 3)

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 4.27.21
Characteristics of Below-Threshold Offering Name of Offering: BS Business Administration- Human Resource Management Type of Offering (e.g. Grad Certificate) Concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: x On ground x 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: 45 # Credits in Program Core Courses: 66 # Credits of Electives in Field: 3 # Credits of Electives: 9 # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 120
CIP Code No. 520201 Title of CIP Code Business Administration and Management, General	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The purpose of this proposal is to offer a new undergraduate concentration in Human Resource Management. Positions in Human Resource Management (HRM) are experiencing increasing demand with a job outlook from 2019-2029 of 6% faster than average and Connecticut has the fourth highest location quotient for number of jobs available (1.70) according to the Occupational Outlook Handbook². Many of our students have expressed interest in HRM roles; however, upon examination, our program lacks support for the full set of core HRM competencies³ as Southern does not have a formal HRM program. Because of this gap, our students are facing difficulties in either obtaining formal HRM jobs or securing a fast track to becoming a Society for Human Resource Management Certified Professional Certification (SHRM-CP) for career advancement. According to SHRM, employers are more likely to hire HR candidates if they have an HR degree: 32% for entry level, 51% for mid-level, and 73% for senior level positions⁴. As such, this concentration will allow students to demonstrate competency in HRM skills and increase their likelihood of obtaining employment in HRM roles. The proposal utilizes the current Bachelor of Science in Business Administration in Management concentration area of specialization to propose a concentration with curriculum that aligns with the SHRM BoCK (Body of Competency and Knowledge) and sets the stage for student certification via SHRM.</p>	

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.

² US Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1>)

³ HRM core contents include change management; compensation and benefit; employee and labor relations; employment law; globalization; HR career planning; performance management; recruitment and selection; training and development; etc. (https://www.shrm.org/certification/for-organizations/academic-alignment/Documents/2019%20Curriculum%20Guidebook%20Update_FNL.pdf)

⁴ SHRM Curriculum Guidebook (<https://www.shrm.org/certification/for-organizations/academic-alignment/Pages/SHRM-Human-Resource-Curriculum-Guidebook.aspx>)

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Courses include:

Business Administration Requirements

33 Credits Required

[ACC 200](#) – Principles of Financial Accounting ('C' or better required)

[ACC 210](#) – Managerial Accounting ('C' or better required)

[BIS 370](#) – Business Information Systems ('C' or better required)

[ECO 100](#) – Principles of Macroeconomics

[ECO 101](#) – Principles of Microeconomics

[ECO 270](#) - Applied Business Statistics ('C' or better required)

[FIN 300](#) – Corporate Finance ('C' or better required)

[MGT 240](#) – Legal Environment of Business ('C' or better required)

[MGT 305](#) – Organizational Behavior ('C' or better required)

[MGT 450](#) – Business Policy and Strategy Seminar ('C' or better required)

[MKT 200](#) – Principles of Marketing ('C' or better required)

HRM Concentration

9 additional credits of MGT ('C+' or better required) – *MGT 405, MGT 473, MGT 474*

6 additional credits of business courses (may include MGT) ('C+' or better required) – *MGT 476, 3 additional credits of business courses (may include MGT)*

3 additional credits of business, excluding MGT courses ('C+' or better required)

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

The program could be facilitated by current faculty. A possible additional HRM faculty line may be needed depending on demand for and enrollment in the program and related courses. There are no other additional costs associated with offering the program. We are working with students and local professional chapters to develop a SHRM aligned student chapter and curriculum. Thus, we are confident that our current resource allocation and commitment is sufficient to sustain the concentration, once launched.

Institutional Contact for this Proposal: Trudy Milburn

Title: AVP for
Academic Affairs

Tel.: 203-392-5761 e-mail:
milburnt1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Business, Management/IB Department; Main Campus, SCSU

BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
MGT 405: Employment Law	1, 2, 3	MGT 240	3			
MGT 473: Employee T&D	1,2, 3	MGT 385	3			
MGT 474: Compensation and Benefit MGT	1, 2, 3	MGT 385	3			
MGT 476: Strategic Staffing	1, 2, 3	MGT 385	3			
Any Business Elective (including MGT)	1,2,3	varies	3			
Prerequisites						
Total Other Credits Required to Issue Credential						
Other Details						
Learning Outcomes - L.O. <i>(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)</i>						
1.	Demonstrate competency in the major areas of Human Resource Management					
2.	Integrate Human Resource Management practices into strategic business planning in a legal and ethical manner					
3.	Communicate best policies and practices in Human Resource Management content areas					

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: Aug. 2020	
Original Program Characteristics CIP Code No. 141301 Title of CIP Code Tech Studies: Eng. Tech. Option Name of Program: Engineering Science, A.S. Degree: Title of Award (e.g. Master of Arts) Associate Degree Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: 002920 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: 34 # Credits in Program Core Courses: 31-33 # Credits of Electives in the Field: 6-8 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 65-67 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 65-67
Modified Program Characteristics Name of Program: Engineering Science, A.S. Degree: Title of Award (e.g. Master of Arts) Associate Degree Certificate ¹ : (specify type and level) Program Initiation Date: May 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): Other:	Modified Program Credit Distribution # Credits in General Education: 58-59 # Credits in Program Core Courses: 30-33 # Credits of Electives in the Field: 6-8 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 64-67 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 64-67
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	
Rationale for Modification In keeping with the approved College of Technology (COT) curriculum, QVCC is adding EGR*214 Engineering Thermodynamics as an option to satisfy the currently required CHE*122 or EGR*215. Currently QVCC offers both CHE*122 General Chemistry II and EGR*215 Engineering Thermodynamics I, but not frequently due to our small size. EGR*214 transfers well and is offered by other colleges in the system. Allowing it will give our students flexibility to complete the degree, and was already approved years ago by COT. This will allow students to take EGR*214, which is offered at various other colleges. We are currently seat-sharing in Spring 2021 with Manchester Community College, with some students taking EGR*214 there. This allows us to run fewer sections with more students total around the system, which saves money overall.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed for this modification.	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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PROGRAM MODIFICATION

Institutional Contact for this Proposal: Jakob Spjut Title: Professor of Engineering Science and
Technology Studies Tel.: 860.932.4156 e- mail: JSpiut@qvmc.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: QVCC in Danielson.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
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		
CHE*122 or EGR*215	1,2		4			
CHE*122 or EGR*215 or EGR*214	1,2		3-4			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Apply engineering, mathematical, scientific and technological principles and concepts to identify and formulate solutions to engineering problems; 2. Apply critical thinking and problem-solving skills to solve engineering problems; 3. Demonstrate the ability to function on teams 						

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: 5-4-2021
Most Recent NECHE Institutional Accreditation Action and Date: 	
Original Program Characteristics CIP Code No.: 511502 Title of CIP Code: Health Prof. & Related Clinical Sciences Name of Program: Human Services Degree: Title of Award Associates degree Stand-Alone Certificate: <i>(specify type and level)</i> Date Program was Initiated: 2-2014 OHE#: 001780 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 0 # Credits of Free Electives: 3 # Cr Special Requirements <i>(include internship, etc.)</i> : 6 <u>Total # Cr in the Program</u> <i>(sum of all #Cr above)</i> : 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61
Modified Program Characteristics Name of Program: Human Services Degree: Title of Award <i>(e.g. Master of Arts)</i> Associates Degree Certificate ¹ : <i>(specify type and level)</i> Program Initiation Date: Modality of Program: On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential <i>(i.e. include program credits, GenEd, other)</i> : Other:	Modified Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0= # Cr Special Requirements <i>(include internship, etc.)</i> : 6 <u>Total # Cr in the Program</u> <i>(sum of all #Cr above)</i> : 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61
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	
Rationale for Modification Requiring a Methods and Skills class so students will be prepared for Field Work. This course will replace an open elective.	
Description of Resources Needed <i>(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)</i> none	
Institutional Contact for this Proposal: Joe Cullen Title: Dean Academics and Student Services Tel.: 860-932-4050 e- mail: jcullen@qvcc.commnet.edu Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: Main campus	

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
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		
Open Electives replaced with			3			
HSE*243 Skills and Methods		none	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <div style="margin-top: 5px;"> <div style="background-color: yellow; width: 50px; height: 15px; display: inline-block; margin-bottom: 2px;">1.</div> <div style="background-color: yellow; width: 100px; height: 15px; display: inline-block; margin-bottom: 2px;"></div> </div> <div style="margin-top: 2px;"> <div style="background-color: yellow; width: 50px; height: 15px; display: inline-block; margin-bottom: 2px;">2.</div> <div style="background-color: yellow; width: 100px; height: 15px; display: inline-block; margin-bottom: 2px;"></div> </div> <div style="margin-top: 2px;"> <div style="background-color: yellow; width: 50px; height: 15px; display: inline-block; margin-bottom: 2px;">3.</div> <div style="background-color: yellow; width: 100px; height: 15px; display: inline-block; margin-bottom: 2px;"></div> </div>						

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in Accreditation – 2011 Two Year Progress Report Accepted – 2019	
Original Program Characteristics CIP Code No. 510801 Title of CIP Code Medical/Clinical Assistant Name of Program: Medical Assisting Degree: Title of Award (e.g. Master of Arts) AS Stand-Alone Certificate: (specify type and level) N/A Date Program was Initiated: 11/1990 OHE#: 002647 Modality of Program: <input checked="" type="checkbox"/> On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 20% Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 16 # Credits in Program Core Courses: 29 # Credits of Electives in the Field: 0 # Credits of Free Electives: 11 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program (sum of all #Cr above): 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Modified Program Characteristics Name of Program: Medical Assisting Degree: Title of Award (e.g. Master of Arts) AS Certificate ¹ : (specify type and level) N/A Program Initiation Date: ASAP Modality of Program: <input checked="" type="checkbox"/> On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 20% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 Other: N/A	Modified Program Credit Distribution # Credits in General Education: 16 # Credits in Program Core Courses: 28 # Credits of Electives in the Field: 0 # Credits of Free Electives: 12 # Cr Special Requirements (include internship, etc.): 4 <u>Total # Cr in the Program (sum of all #Cr above): 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: N/A CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification <p>Currently, QVCC is the only Medical Assisting program out of the seven in the Connecticut Community College system that requires the students to take a stand-alone Basic Life Support course. The content from this one-credit course is not required for a Medical Assistant to obtain a job. Some of the content will be embedded into existing classes in the program.</p>	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources will be needed to implement this modification.	
Institutional Contact for this Proposal: Brian Clinton Title: Program Coordinator and Assistant Professor of Medical Assisting Tel.: 860-932-4087 e-mail: BClinton@qvcc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus - Danielson	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	C H
Program Core Courses				Other Related/Special Requirements		
MED* 111 Admin Medical Assisting	4	MED*125	3	MED* 280 Medical Assisting Practicum	1-7	
MED*112 Medical Insurance & Billing	5	MED*125/CSA*105	3			
MED* 131 Clinical Medical Assisting	1	MED*125	3			
HLT* 170 Law & Ethics for the Health Care Professional	7		3			
MED* 216 Electronic Medical Records Management	6	MED*112/MED*125	3			
MED* 245 Clinical Laboratory Procedures	2	MED*125/MED*131	4			
MED* 250 Principles of Pharmacology	3	MED*125				
Core Course Prerequisites				Elective Courses in the Field		
CSA* 105 Intro to Software Applications			3	Social Science Elective		
MED* 125 Medical Terminology			3	Liberal Arts and Sciences Elective		
BIO* 115 Human Biology			4	General Elective		
ENG* 101 Composition			3	General Elective		
				General Elective		
				General Elective		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Incorporate principles and procedures of vital signs and demonstrate how to take vital signs. 2. Explain the principles underlying each step in the venipuncture procedure. 3. Comprehend basic pharmacology facts relating to the source, the category, indication for use, and the consequences of drugs. 4. Promote effective office maintenance and management. 5. Utilize computerized medical billing software. 6. Compare and contrast the electronic health record and the manual medical record. 7. Define law, ethics, and bioethics and describe their importance to health care professions. 						

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP Code N/A Name of Program: African-American Studies Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A 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: 0 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 9 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: African-American Studies Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 12 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
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	
Rationale for Modification We will remove a deleted History course (HIST 369) from core courses. We will also adjust electives by adding two electives (AFAM 263 and AFAM 264) to be cross-listed with HIST 261 (The History & Culture of African Americans to 1900) and HIST 262 (The History & Culture of African Americans Since 1900). We will remove three Search and Special Topics elective courses with variable content (ART 100, HIST 100, HIST 395, PHIL 100) that could result in a student enrolling in a course not related to African-American Studies. However, Search or Special Topics courses may be counted towards the minor with approval of the African-American Studies Director. These changes give students more flexibility and clarity in completing the minor.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed. All courses already exist; new courses are History courses that are cross-listed as African-American Studies courses.	
Institutional Contact for this Proposal: Felton Best Title: Program Coordinator and Professor of Philosophy Tel.:860-832-2190 e- mail: bestf@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			6	Other Related/Special Requirements		
AFAM 110 Introduction to African-American Studies			3			
PHIL 360 African-American Philosophy			3			
HIST 369 African-American History			3			
Core Course Prerequisites				Elective Courses in the Field		12
				ART 100 Search in Art		3
				HIST Search in History		3
				HIST 395 Topics in History		3
				PHIL 100 Search in Philosophy		3
				AFAM 263 The History & Culture of African Americans to 1900		3
				AFAM 264 The History & Culture of African Americans Since 1900		3
				There are 11 other courses that can satisfy the electives.		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) N/A						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 450201 Title of CIP Code Anthropology, General Name of Program: Anthropology Degree: Title of Award (<i>e.g. Master of Arts</i>) BA Stand-Alone Certificate: (<i>specify type and level</i>) Date Program was Initiated: 01/01/1976 OHE#: 00103 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 44-46 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 6 # Credits of Free Electives: 17-19 # Cr Special Requirements (<i>include internship, etc.</i>): 18 (minor) <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Anthropology Degree: Title of Award (<i>e.g. Master of Arts</i>) BA Certificate ¹ : (<i>specify type and level</i>) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 44-46 # Credits in Program Core Courses: 32 # Credits of Electives in the Field: 6-7 # Credits of Free Electives: 17-20 # Cr Special Requirements (<i>include internship, etc.</i>): 18 (Minor) <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification The changes include reducing the total core courses by 1 credit from 33 to 32 credits. The required course ANTH 335 (Theories of Human Evolution and Behavior) is removed from the core, but will remain available as a program elective cycled appropriately given demand. The series of cultural diaspora courses (ANTH 401 – 428) are increasing from 3 to 4 credits. Each major is required to take one such course. One additional course (ANTH 423: Vietnam, a Country, Not a War) is added to the list of program electives. These changes will promote more hands-on research across the major curriculum. It will allow students to go deeper rather than broader.	
Description of Resources Needed (<i>As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.</i>) No additional resources are needed.	
Institutional Contact for this Proposal: Abigail Adams Title: Professor of Anthropology Tel.: 860-832-2616 e-mail: adams@ccsu.edu Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			32	Other Related/Special Requirements		18
ANTH 335 Theories of Human Evolution and Behavior			3			
ANTH 329 Experimental Archaeology – OR – ANTH 373 Methods in Biological Anthropology – OR – ANTH 374 Field Research Methods			4			
ANTH 340 Theories of Culture			3 4			
<i>Choose 3 4 credits from the following:</i>						
ANTH 401, 416, 418, 420, 424, 428			3 4			
Core Course Prerequisites				Elective Courses in the Field		6-7
				ANTH 423 Vietnam, A Country, Not a War		4
Total Other Credits Required to Issue Modified Credential						63-64
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Demonstrate a broad knowledge of the holistic foundations of the discipline and an appreciation for the interrelated nature of the discipline's subfields. 2. Participate in and document a data-collecting research project and/or practical anthropological experience. 3. Demonstrate knowledge of at least one world area, spatially or temporally defined. 4. Present research results in oral and written form. 5. Use relevant methods of quantitative data collection and statistical analysis. 6. Use relevant methods of qualitative data collection and analysis. 7. Understand, identify and articulate cultural and linguistic relativism, as well as the lack of a biological basis for racist or ethnocentric ideologies or expressions. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 260101 Title of CIP Code Biology, General Name of Program: Biology Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00082 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: 40-42 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 16-20 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 22 (Science Related Requirements) 27 (Professional Education) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Biology Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 41-43 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 16-20 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 21 (Science Related Requirements) and 27 (Professional Education Requirements) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 116
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	
Rationale for Modification BSED courses in science education are being modified to create bridge courses for the graduate MAT (Master of Arts in Teaching). SCI 414 (3 credits) is being added to bring the BSED science ed programs in line with the other UG and MAT graduate programs requiring three content methods courses. PHYS 122 (General Physics II) or PHYS 126 (University Physics II) are being removed from the curriculum to balance this addition. Changes to the Math and Science Related Requirements include: 1) replacing SCI 420 (History and Nature of Science) with SCI 320 (The Nature of Science and Technology); and 2) modifying the field experience course [SCI 417 (4 credits)] into SCI 417 (3 credits) and SCI 418 (1 credit).	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) SCI 414 is likely to be offered once per academic year. If a full-time faculty member teaches the course, replacement cost would be approximately \$7,424 per annum ([\$1,833 per Lecturer-C credit x 3 credits] + 35% fringe). Importantly, SCI 414 is open to all secondary teaching candidates teaching science.	
Institutional Contact for this Proposal: Sadie Marjani Title: Program Coordinator and Associate Professor of Biology Tel.: 860-832-2678 e-mail: marjani@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science, and Technology CCSU Main Campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			15	Other Related/Special Requirements		48
				<i>Science Related Requirements</i>		21
				PHYS 121: General Physics I -OR- PHYS 125: University Physics I – AND– PHYS 122 Gen Physics II OR PHYS 126 University Physics II		4
				SCI 414: Interdisciplinary Science, Practices and Pedagogy		3
				SCI 420: History and Nature of Science		3
				SCI 320: The Nature of Science and Technology		3
				<i>Professional Education Requirements</i>		27
				SCI 417: Science Methods in Secondary School		3
				SCI 418: Fieldwork in Secondary Science Education		1
Core Course Prerequisites				Elective Courses in the Field		16-20
Total Other Credits Required to Issue Modified Credential						37-41
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> Students will have a broad-based and integrative understanding of basic biological concepts that fosters an appreciation of the diversity of life and the processes by which life has evolved. Students will be able to effectively convey, both orally and in writing, a knowledge of biological content, methods, and issues. Students will be able to locate, critically analyze, interpret, and discuss primary research literature within the biological sciences. Students will have a knowledge of up-to-date scientific tools and techniques. Students will have an awareness of contemporary scientific issues including ethics and the impact of science on society. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 400501 Title of CIP Code Chemistry, General Name of Program: Chemistry Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00090 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: 40-46 # Credits in Program Core Courses: 25 # Credits of Electives in the Field: 6-7 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 27 (Professional Education) 22 (Math and Science Related Requirement) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Chemistry Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 41-46 # Credits in Program Core Courses: 25 # Credits of Electives in the Field: 6-7 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 30 (Professional Education) 18-19 (Math and Science Related Requirements) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 116
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	
Rationale for Modification BSED courses in science education are being modified to create bridge courses for the graduate MAT (Master of Arts in Teaching). SCI 414 (3 credits) is being added to bring the BSED science ed programs in line with the other UG and MAT graduate programs requiring three content methods courses. Changes to the Math and Science Related Requirements include: 1) replacing SCI 420 (History and Nature of Science) with SCI 320 (The Nature of Science and Technology); 2) modifying the field experience course [SCI 417 (4 credits)] into SCI 417 (3 credits) and SCI 418 (1 credit); and 3) removing GSCI 121 (The Dynamic Earth) as a required course and instead offering it as an option with BIO 121 (General Biology) or BMS 102/103 (Introduction to Biomolecular Science + Laboratory). This latter change balances the addition of SCI 414 in the Professional Education Requirements.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) SCI 414 is likely to be offered once per academic year. If a full-time faculty member teaches the course, replacement cost would be approximately \$7,424 per annum ([1,833 per Lecturer-C credit x 3 credits] + 35% fringe). Importantly, SCI 414 is open to all secondary teaching candidates teaching science.	
Institutional Contact for this Proposal: Tom Burkholder Title: Program coordinator and Professor of Chemistry Tel.: 860-832-2683 e- mail: Burkholder@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology CCSU Main Campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			25	Other Related/Special Requirements		48-49
				<i>Math and Science Related Requirements</i>		18-19
				SCI 420 History and Nature of Science		3
				SCI 320 The Nature of Science and Technology		3
				<i>Professional Education Requirements</i>		30
				SCI 414 Interdisciplinary Science, Practices, and Pedagogy		3
				SCI 417 Science Methods in Secondary School		3
				SCI 418 Fieldwork in Secondary Science Education		1
Core Course Prerequisites				Elective Courses in the Field		6-7
Total Other Credits Required to Issue Modified Credential						39-41

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

1. To know, understand and use the major concepts, theories, and principles in the five core sub-disciplines of chemistry
2. Technical competency in the use of specific scientific equipment and instrumentation.
3. Collect and present experimental data in tabular and graphical formats and interpret the data appropriately.
4. Communicate effectively about science in both written and oral contexts.
5. Interpret and use scientific literature to find information relevant to course and research work

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 110101 Title of CIP Code Computer and Information Sciences, General Name of Program: Computer Science Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 11/27/1979 OHE#: 00043 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: 42-44 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: 20-22 # Cr Special Requirements (include internship, etc.): 18 (Minor Required for CS BS alternative) & 8 Math courses <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Computer Science Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 42-44 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: 20-22 # Cr Special Requirements (include internship, etc.): 18 (Minor Required for CS BS alternative) & 8 Math courses <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification The Computer Science BS has two specializations: the Honors specialization which is ABET accredited and the Alternative specialization. Both specializations have a concentration option for Cybersecurity. We will add CS 409 (Advanced Topics in Cybersecurity) as an elective within the Cybersecurity concentrations of both specializations as it will allow us to offer students in the computer science programs and Cybersecurity programs topics in the rapidly evolving area of cybersecurity. We will also add CS 414 (Mobile App Development) as an upper-level elective option within the Honors specialization. This course will allow us to meet a growing demand for graduates with mobile application development experience.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed. These courses are electives and will be cycled on demand to maximize enrollments.	
Institutional Contact for this Proposal: Chad Williams Title: Chair and Associate Professor of Computer Science Tel.: 860-832-2719 e- mail: cwilliams@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			15	Other Related/Special Requirements		26
Core Course Prerequisites				Elective Courses in the Field		15
				Computer Science BS alternative		15
				CS 409 Advanced Topics in Cybersecurity		3
				There are 5 other electives that satisfy this requirement.		
				Computer Science BS Honors		9
				CS 409 Advanced Topics in Cybersecurity		3
				CS 414 Mobile App Development		3
				There are 17 other electives that satisfy this requirement.		
Total Other Credits Required to Issue Modified Credential						64
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. Communicate effectively in a variety of professional contexts. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are **shaded grey**.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 400601 Title of CIP Code Geology./Earth Sciences, General Name of Program: Earth Sciences Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00092 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: 34-40 # Credits in Program Core Courses: 27-28 # Credits of Electives in the Field: 6-7 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 26 Science and Math Related Requirements & 27 Professional Education Requirements <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Earth Sciences Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 34-40 # Credits in Program Core Courses: 27-28 # Credits of Electives in the Field: 3-4 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 29 Science and Math Related Requirements & 27 Professional Education Requirements <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 116
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	
Rationale for Modification BSED courses in science education are being modified to create bridge courses for the graduate MAT (Master of Arts in Teaching). SCI 414 (3 credits) is being added to bring the BSED science ed programs in line with the other UG and MAT graduate programs requiring three content methods courses. To balance this addition, program electives are being reduced from 6-7 credits to 3-4 credits. Changes to the Math and Science Related Requirements include: 1) replacing SCI 420 (History and Nature of Science) with SCI 320 (The Nature of Science and Technology); and 2) modifying the field experience course [SCI 417 (4 credits)] into SCI 417 (3 credits) and SCI 418 (1 credit).	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) SCI 414 is likely to be offered once per academic year. If a full-time faculty member teaches the course, replacement cost would be approximately \$7,424 per annum ([(\$1,833 per Lecturer-C credit x 3 credits) + 35% fringe). Importantly, SCI 414 is open to all secondary teaching candidates teaching science.	
Institutional Contact for this Proposal: Jeff Thomas Title: Program Coordinator and Professor Geological Sciences Tel.: 860-832-2934 e- mail: thomasjedd@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science, and Technology CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			27-28	Other Related/Special Requirements		56
				<i>Science Related Requirements</i>		22
				SCI 320 The Nature of Science and Technology		3
				SCI 420 History and Nature of Science		3
				SCI 414 Interdisciplinary Science, Practices, and Pedagogy		3
				<i>Professional Education Requirements</i>		27
				SCI 417 Teaching of Science in the Secondary School		3
				SCI 418 Fieldwork in Secondary Science Education		1
Core Course Prerequisites				Elective Courses in the Field		3-4
Total Other Credits Required to Issue Modified Credential						32-34
<p>Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)</p> <p>1. In fundamental fields of Physics including a) Mechanics, b) Electricity, Magnetism and Optics, c) Thermodynamics and d) Quantum Mechanics and Modern Physics, students will be able to understand concepts and to apply the concepts successfully to problem solving.</p> <p>2. Students will be able to communicate scientific ideas and results accurately and effectively. Specifically, Students will be able to:</p> <p>Provide an exposition of the work's goal/big picture</p> <p>Clearly explain the work</p> <p>Accurately represent scientific data</p> <p>Develop and elucidate logical conclusions/interpretations.</p> <p>3. Students will be able to investigate physical phenomena, accurately and effectively utilize common experimental apparatus, analyze data, calculate experimental uncertainties, and derive appropriate conclusions based on the data and analysis. Specifically, students will be able to</p> <p>Use appropriate experimental apparatus in a correct method</p> <p>Analyze data</p> <p>Quantify experimental uncertainties</p> <p>Reach appropriate conclusions based on the data.</p> <p>4. If working on a research project, the student will be able to perform a literature search, utilize appropriate computational and/or laboratory skills, and to make an effective written or oral presentation of the results of the project.</p>						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 130401 Title of CIP Code Educational Leadership and Administration, General Name of Program: Educational Leadership Degree: Title of Award (e.g. Master of Arts) EdD Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 12-15-2001 OHE#: 09981 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: 0 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 15-18 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 30 (Inquiry Seminar and Dissertation) <u>Total # Cr in the Program (sum of all #Cr above): 63</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 63
Modified Program Characteristics Name of Program: Educational Leadership Degree: Title of Award (e.g. Master of Arts) EdD Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 63 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 30 (Inquiry Seminar and Dissertation) <u>Total # Cr in the Program (sum of all #Cr above): 63</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
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	
Rationale for Modification The Ed.D. program is comprised of two strands: (1) P12 and (2) Higher Education. Each strand contains 18 foundational core credits, 30 inquiry seminary and dissertation credits, and 15 electives which are organized into specializations. Within the P12 strand, students specialize in Administrative Leadership and Curriculum and Literacy. Within the Higher Education strand, students specialize in Organizational Learning and Innovation or Student Affairs. The two strands of the Ed.D. program have been offered as completely separate experiences with no sections that the students shared in common, even though much of the required coursework is the same. Course sections on research methods, organizational analysis, leadership, and dissertation support can be open to students from either specialization. Electives in the field are the only critical area for the use of separate courses. These program updates reflect: 1. Inquiry seminar and dissertation courses in the P12 strand now match those in the Higher Education strand. Although these courses are already available for students in the P12 strand to take, these program changes formalize their inclusion	

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in the 30 credits of inquiry seminar and dissertation courses within this strand. There are 9 “new” formally included credits within this strand.

2. Within the Higher Education strand, EDL 701 and EDL 702 are now being required core courses replacing EDL 732 and 733, which will remain available as possible electives for either specialization within the strand.

3. Courses within the Administrative Leadership specialization option of the P12 strand are removed because they are no longer relevant. The specific remaining courses are needed for the related certification eligibility.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No additional resources are needed as all of the courses are already offered.

Institutional Contact for this Proposal: Sheldon Watson Title: Chair, Associate Professor, and EdD Director
Tel.: 860.832.2576 e- mail: watsonshl@ccsu.edu

Institution's Unit (e.g. *School of Business*) and Location (e.g. *main campus*) Offering the Program: School of Education and Professional Studies CCSU Main Campus

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			18	Other Related/Special Requirements		30
				<i>P12 Strand: Students select up to 30 credits out of 12 courses (maximum of 36 credits)</i>		30
<i>Higher Education Strand</i>						
EDL 701 Leading Organizational Change I: Theory			3	EDL 716 Inquiry Seminar VII: Capstone Proposal Development		2-3
EDL 702 Leading Organizational Change II: Program Development & Evaluation			3	EDL 717 Inquiry Seminar VIII: Capstone Research I		3-5
EDL 732 Organizational Theory and Governance in Higher Education			3	EDL 718 Inquiry Seminar IX: Capstone Research II		3-5
EDL 733 Curriculum Planning and Development in Higher Education			3	EDL 719 Inquiry Seminar X: Capstone Research III		1-2
Core Course Prerequisites				Elective Courses in the Field		15
				<i>P12 Strand: Administrative Leadership Specialization (17 credits of options remain)</i>		
				EDL 652 Advanced Topics in Educational Leadership		1
				EDL 681 District Leadership: Governance/Leadership Issues		3
				EDL 682 District Leadership: Student Matters		3
				EDL 683 District Leadership: Personnel/Operations Issues		3
				EDL 692 Internship in Educational Leadership III		2
				EDL 695 Internship: The Superintendency I		3
				EDL 696 Internship: The Superintendency II		3
				EDL 697 Readings and Conference		1-3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)						
<p>Prior to defending their dissertation proposals all doctoral students must document mastery of program learning outcomes and show their ability to:</p> <ol style="list-style-type: none"> 1. demonstrate an ethical and moral commitment to collaborative work that promotes positive learning for all members of the organization; 2. demonstrate the ability to foster best practices with the understanding that teaching and learning are at the heart of the organization's mission; 3. connect the immediate work of organizational improvement to the larger philosophical, political and historical context, and to the organization's mission; 4. establish a commitment to social justice through their work and act in ways that promote social justice in their organizations; 5. utilize evolving technologies to improve organizations, enhance learning, and build institutional identity; 6. foster continuous organizational improvement grounded in the collection, analysis, interpretation, and application of data; 7. locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University **Date of Submission to CSCU Office of the Provost:** April 28, 2021

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

Original Program Characteristics

CIP Code No. 230101 Title of CIP Code English
Name of Program: English
Degree: Title of Award (e.g. Master of Arts) **BS**
Stand-Alone Certificate: (specify type and level)
Date Program was Initiated: 01/01/1976 OHE#: 00079
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: 39
Credits in Program Core Courses: 39
Credits of Electives in the Field: 15
Credits of Free Electives: 0
Cr Special Requirements (include internship, etc.): 27
(Professional Education Requirements)
Total # Cr in the Program (sum of all #Cr above): 120
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: English
Degree: Title of Award (e.g. Master of Arts) **BS**
Certificate¹: (specify type and level)
Program Initiation Date: Fall 2021
Modality of Program: **X** On ground Online Combined
If "Combined", % of fully online courses?
Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
Other:

Modified Program Credit Distribution

Credits in General Education: 39
Credits in Program Core Courses: 39
Credits of Electives in the Field: 15
Credits of Free Electives: 0
Cr Special Requirements (include internship, etc.): 27
(Professional Education Requirements)
Total # Cr in the Program (sum of all #Cr above): 120
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **119**

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

Rationale for Modification

The only changes are to make ENG 420, currently a 4-credit course, a 3-credit course with a new 1 credit co-requisite, ENG 421. There is no change to the number of credits in the program or the work the students must do. This is part of the transformation of MAT courses, formerly taught in discipline specific sections, into individual courses with discipline designators. The undergraduates will take the new 421 to cover their field experience requirement, but the MAT candidates will get their field experiences through a different course.

Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)

None. Splitting ENG 420 into a 3-credit and 1-credit corequisite does not impact instructional load or expense.

Institutional Contact for this Proposal: Melissa Mentzer Title: Associate Professor of English and Chairperson Tel.: 860 832 2778 e-mail: mentzer@ccsu.edu

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

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			39	Other Related/Special Requirements		27
				<i>Professional Education Requirements</i>		
				ENG 420 Teaching English in Secondary Schools	1 and 2	3
				ENG 421 Field Work in Secondary Education	3	1
Core Course Prerequisites				Elective Courses in the Field		15
Total Other Credits Required to Issue Modified Credential						39
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Teacher Candidates will plan instruction and design assessments for reading and the study of literature, as well as for composing texts. 2. Teacher Candidates will plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, 3. Teacher Candidates will perform 30 hours of guided observations in middle and/or high school English classrooms and reflect on their experiences in relation to research-based instruction. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 520801 Title of CIP Code Finance, General Name of Program: Finance Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 11/16/1990 OHE#: 02650 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: 42-48 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 18 # Credits of Free Electives: 15-21 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Finance Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 42-48 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 18 # Credits of Free Electives: 15-21 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification We are adding four elective options to the Business Electives within our concentration in Personal Financial Planning. These electives already exist within the general Finance concentration.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed as these courses are already regularly offered as part of the Finance BS.	
Institutional Contact for this Proposal: Lisa Frank. Title :Department Chair and Professor of Finance Tel.: 860-832-3261 e- mail: franklic@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			39	Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		18
				<i>BS in Finance with Concentration in Personal Financial Planning – Business Electives</i>		3
				FIN 410 Securities Analysis and Portfolio Management		3
				FIN 411 Financial Statement Analysis		3
				FIN 420 Bank Management		3
				ENT 305 Financing Entrepreneurial Ventures		3
				There are two other elective courses that satisfy this requirement		
Total Other Credits Required to Issue Modified Credential						63
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) 1) Evaluate Risk versus Return Relationship 2) Analyze and measure capital valuation theories 3) Assess roles and functions of capital markets and institutions 4) Integrate corporate financing and capital structure issues 5) Students will gather, interpret and integrate data from across disciplines to solve business problems 6) Students will prepare and deliver an effective business document. 7) Students will identify appropriate issues for action when faced with a business situation.						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP Code N/A Name of Program: Environmental Geography and Sustainability Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A 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: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: Environmental Geography and Sustainability Degree: Title of Award (e.g. Master of Arts) Minor Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 12 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
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	
Rationale for Modification We are removing GEOG 442 (Field Methods in Geography) as a required core course and adding SUST 140 (Introduction to Sustainability). GEOG 442 remains an option within the electives. Requiring students in the Environmental Geography & Sustainability minor to take SUST 140 will ensure that students have been introduced to the concepts and tenets of sustainability. Students in SUST 140 learn about and engage in actions and activities related to the broader concepts of sustainability and the three pillars of sustainability (i.e., social, economic, and environment).	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed as this course is normally offered as part of general education.	
Institutional Contact for this Proposal: Charles Button Title: Department Chair and Professor of Geography Tel.: 860-832-2788 e- mail: buttonche@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences.	

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SECTION 2: Curriculum Details for a Program Modification						
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		
SUST 140 Intro to Sustainability			3			
GEOG 442 Field Methods in Geography			3			
Core Course Prerequisites				Elective Courses in the Field		
				GEOG 442 Field Methods in Geography		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i>						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 450701 Title of CIP Code Geography Name of Program: Geography Degree: Title of Award (e.g. Master of Arts) BA Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00105 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: 39 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 18 # Credits of Free Electives: 24 # Cr Special Requirements (include internship, etc.): 18 (Minor) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Geography Degree: Title of Award (e.g. Master of Arts) BA Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 39 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 18 # Credits of Free Electives: 24 # Cr Special Requirements (include internship, etc.): 18 (Minor) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification Within the specialization in Planning, we are replacing GEOG 420 (Internship in Planning) with existing GEOG 430 (Internship in Geography) to remove duplicative administrative work needed to cross-list what are effectively the same course (and prevent complications if cross-listing accidentally does not occur). Within the specialization in Environmental Geography and Sustainability, we are adding SUST 140 (Introduction to Sustainability) to the core courses and reducing the number of required 300- or 400-level courses from 9 credits to 6 credits. Requiring students in the Environmental Geography & Sustainability specialization to take SUST 140 will ensure that students have been introduced to the concepts and tenets of sustainability. Students in SUST 140 learn about and engage in actions and activities related to the broader concepts of sustainability and the three pillars of sustainability (i.e., social, economic, and environment).	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) These courses already exist and are routinely offered. No additional resources are needed.	
Institutional Contact for this Proposal: Brian Sommers Title: Program Coordinator and Professor of Geography Tel.: 860-832-2792e- mail: sommersb@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification - <i>Specialization in Planning</i>						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			21	Other Related/Special Requirements		18
GEOG 430 Internship in Geography			3			
GEOG 420 Internship in Planning			3			
Core Course Prerequisites				Elective Courses in the Field		18
Total Other Credits Required to Issue Modified Credential						63
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic concepts of physical and human geography and geographic techniques 2. Show an understanding of the unique nature of Geography as an academic discipline including familiarity with its history and major subfields. 3. Display competency in the graphic expression of spatial data (i.e, maps, photographs, graphs and database) 4. Apply Geographic theories, principles and data to solve spatial problems. 5. Understand and apply basic research skills, including the ability to (a) critically evaluate the research of others and (b) effectively design a research project on one's own. 6. Display competency in oral or written expression in regard to clarity, logical expression and effective argument. 7. Demonstrate knowledge and skills that are sufficient to allow one to pursue advanced study in Geography or find employment in a geography-related field. 						

SECTION 2: Curriculum Details for a Program Modification - <i>Specialization in Environmental Geography and Sustainability</i> BA						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			69	Other Related/Special Requirements		18
SUST 140 Intro to Sustainability		None	3			
Core Course Prerequisites				Elective Courses in the Field		33 30
				300/400 level electives		96
Total Other Credits Required to Issue Modified Credential						63

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 450701 Title of CIP Code Geography Name of Program: Geography with Specialization in Global Sustainability Degree: Title of Award (e.g. Master of Arts) MS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00106 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: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 9-12 # Credits of Free Electives: 3-6 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above):</u> 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Modified Program Characteristics Name of Program: Geography with Specialization in Global Sustainability Degree: Title of Award (e.g. Master of Arts) MS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 9-12 # Credits of Free Electives: 3-6 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above):</u> 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
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	
Rationale for Modification We are making changes to the Global Sustainability Specialization, which is designed to enable students to examine global environmental, social, and economic challenges facing society and to explore possible sustainable solutions to these challenges. One option (SUST 542: Advanced Field Methods in Sustainability) is added to a 3-credit slot within the core requirements. This additions provide students more flexibility and ability to deepen field experiences. Further, we are adding the option of a Plan B (GEOG 597: Geography Capstone Seminar and comprehensive exam) to provide students with greater flexibility in meeting the capstone requirement.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are required. The additional field methods option is per capita offering that complement the per capita internship offering.	
Institutional Contact for this Proposal: Charles Button Title: Program Coordinator and Professor of Geography Tel.: 860-832-2788 e- mail: buttonche@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses: Global Sustainability Specialization			18	Other Related/Special Requirements		
SUST 530 Graduate Internship in Sustainability -OR- SUST 542 Advanced Field Methods in Sustainability			3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						12
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Demonstrate the ability to explain sustainability in the global context. 2. Demonstrate an empirical grasp of the human-environment relationship. 3. Be able to apply geographic theories and methods to research and communicate sustainability issues. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 540101 Title of CIP Code History, General Name of Program: History Degree: Title of Award (<i>e.g. Master of Arts</i>) BS (Teacher Preparation) Stand-Alone Certificate: (<i>specify type and level</i>) Date Program was Initiated: 01/01/1976 OHE#: 00107 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: 38-40 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 33 # Credits of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 12 (Social Science Requirements) 28 (Professional Education Requirements) <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: History Degree: Title of Award (<i>e.g. Master of Arts</i>) BS (Teacher Preparation) Certificate ¹ : (<i>specify type and level</i>) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 38-40 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 33 # Credits of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 12 (Social Science Requirements) 28 (Professional Education Requirements) <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification There are three changes to the program. 1) We removed 3 credits of 100-level electives and added a required Modern World History course (HIST 410: Modern World History for Teachers) to better prepare teacher candidates to teach this subject in secondary schools. 2) We increased the required number of 400-level courses to ensure that students continue to have enough upper-level courses in preparing to be historians with the addition of the new HIST 410. 3) We adjusted SSCI 415 into a 3-credit course and added the 1-credit corequisite SSCI 416 to create bridge courses for the graduate MAT (Master of Arts in Teaching).	
Description of Resources Needed (<i>As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.</i>) The replacement of the 100-level elective with a 400-level requirement will likely not incur additional instructional costs. The course will be cycled strategically to maximize enrollments.	
Institutional Contact for this Proposal: Katherine Hermes Title: Department Chair and Professor of History Tel.: 860-832-2818 e- mail: hermesk@ccsu.edu Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			9	Other Related/Special Requirements		40
				<i>World History</i>		3
				HIST 410 World History for Teachers		3
				<i>Professional Requirements</i>		28
				SSCI 415: Social Studies Methods at the Secondary Level		3
				SSCI 416 Fieldwork in Secondary Social Studies Education		1
				HIST 122 World Civilization II		3
Core Course Prerequisites				Elective Courses in the Field		33
Total Other Credits Required to Issue Modified Credential						38
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> Teacher candidates will be able to articulat the C3 Framework and NCSS Standards, and the will apply the CT Framework for the Social Studies to social studies instruction. Teacher candidates will be able to develop and execute research-based lesson plans, assignments, and assessments, and they will be able to evaluate their effectiveness on student learning. Teacher candidates will perform 30 hours of supervised observations in secondary social studies classrooms, which will include planning, executing, and assessing several lessons. They will also reflect on how their experiences relate to best practices in social studies pedagogy. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 521201 Title of CIP Code Management Information Systems and Services Name of Program: Management Information Systems Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 11/19/1985 OHE#: 02380 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: 44-53 # Credits in Program Core Courses: 45 # Credits of Electives in the Field: 12 # Credits of Free Electives: 10 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Management Information Systems Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: 11/18/1985 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 44-53 # Credits in Program Core Courses: 45 # Credits of Electives in the Field: 12 # Credits of Free Electives: 10 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification The Management Information Systems BS currently houses five concentrations. We are eliminating one concentration (Business Application Development) because of comparatively lower enrollment and we want to maximize the distinctiveness of the remaining concentrations. Within the Individualized concentration, students could still take courses that would prepare them for business application development.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed.	
Institutional Contact for this Proposal: Michael Gendron Title: Department Chair and Professor of Management Information Systems Tel.: 860-832-2393 e- mail: gendronm@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			45	Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		12
				Business Application Development Concentration		12
				MIS 410 Business-Driven Infrastructure Design		3
				MIS 462 IT Project Management and System Implementation		3
				MIS 465 Mobile Development for Business		3
				One 3-credit directed elective		3
Total Other Credits Required to Issue Modified Credential						63
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> Understand the leadership role of Management Information Systems in achieving business competitive advantage through informed decision making. Analyze and synthesize business information and systems to facilitate evaluation of strategic alternatives. Effectively communicate strategic alternatives to facilitate decision making. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University Date of Submission to CSCU Office of the Provost: April 28, 2021	
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 520205 Title of CIP Code Operations Management and Supervision Name of Program: Manufacturing Management Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 1/15/2015 OHE#: 18000 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: 42-44 # Credits in Program Core Courses: 48 # Credits of Electives in the Field: 12 # Credits of Free Electives: 16-18 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Manufacturing Management Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 42-46 # Credits in Program Core Courses: 48 # Credits of Electives in the Field: 12 # Credits of Free Electives: 14-18 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification We are adding a new course (TM 463: Logistics Management) to replace MKT 295 (Fundamentals of Marketing). This course is in high demand because of skill set and knowledge needed among graduates in this field. We are also broadening options for two encumbered general education requirements: Math and Physics. These additional options are 4-credit alternatives, which result in the range of general education courses changing from 42-44 credits to 42-46 credits and a corresponding change in free electives from 16-18 credits to 14-18 credits.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed.	
Institutional Contact for this Proposal: Daniel Kirby Title: Associate Professor Tel.: 860-832-1691 e-mail: kirbyerd@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School Of Engineering, Science and Technology CCSU Main Campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
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		
MKT 295: Fundamentals of Marketing			3			
TM 463: Logistics Management	2,3		3	MATH 115: Trigonometry – OR – MATH 119 : Pre-calculus with Trigonometry		3 or
				PHYS 111: Introductory Physics I – OR – PHYS 121: General Physics I – OR – PHYS 125: University Physics		3 or 4
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) 1. Graduates will have the knowledge and skills to manage people and assume a leadership role in a business or industrial organization. 2. Graduates will have the knowledge and skills to manage and direct manufacturing processes, systems, and operations in a business or industrial organization. 3. Graduates will have the knowledge and skills to manage and control risk, quality, and projects in the supply chain for a business or industrial organization.						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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PROGRAM MODIFICATION

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 400801 Title of CIP Code Physics, General Name of Program: Physics Degree: Title of Award (<i>e.g. Master of Arts</i>) BS (Teacher Preparation) Stand-Alone Certificate: (<i>specify type and level</i>) Date Program was Initiated: 01/01/1976 OHE#: 00094 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: 33 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 27 Math & Sciences Related Requirements and 27 Professional Education Requirements <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Physics Degree: Title of Award (<i>e.g. Master of Arts</i>) BS (Teacher Preparation) Certificate ¹ : (<i>specify type and level</i>) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 34 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 26 Math & Sciences Related Requirements and 27 Professional Education Requirements <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 116
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	
Rationale for Modification BSED courses in science education are being modified to create bridge courses for the graduate MAT (Master of Arts in Teaching). SCI 414 (3 credits) is being added to bring the BSED science ed programs in line with the other UG and MAT graduate programs requiring three content methods courses. AST 209 (Stellar and Galactic Astronomy) is being removed from the curriculum to balance this addition. Changes to the Math and Science Related Requirements include: 1) replacing SCI 420 (History and Nature of Science) with SCI 320 (The Nature of Science and Technology); and 2) modifying the field experience course [SCI 417 (4 credits)] into SCI 417 (3 credits) and SCI 418 (1 credit).	
Description of Resources Needed (<i>As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.</i>) SCI 414 is likely to be offered once per academic year. If a full-time faculty member teaches the course, replacement cost would be approximately \$7,424 per annum ([\$1,833 per Lecturer-C credit x 3 credits] + 35% fringe). Importantly, SCI 414 is open to all secondary teaching candidates teaching science.	
Institutional Contact for this Proposal: Peter LeMaire Title: Department Chair and Professor of Physics Tel.: 860-832- 2939 e- mail: lemaire@ccsu.edu Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: School of Engineering, Science and Technology CCU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			33	Other Related/Special Requirements		
				<i>Math and Science Related Requirements</i>		27
				AST 209 Stellar and Galactic Astronomy		4
				SCI 320 The Nature of Science and Technology		3
				SCI 420 History and Nature of Science		3
				SCI 414 Interdisciplinary Science, Practices, and Pedagogy		3
				<i>Professional Education Requirements</i>		26
				SCI 417 Science Methods in Secondary School		3
				SCI 418 Fieldwork in Secondary Science Education		1

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

- In fundamental fields of Physics including a) Mechanics, b) Electricity, Magnetism and Optics, c) Thermodynamics and d) Quantum Mechanics and Modern Physics, students will be able to understand concepts and to apply the concepts successfully to problem solving.
- Students will be able to communicate scientific ideas and results accurately and effectively. Specifically, Students will be able to:
 - Provide an exposition of the work's goal/big picture
 - Clearly explain the work
 - Accurately represent scientific data
 - Develop and elucidate logical conclusions/interpretations.
- Students will be able to investigate physical phenomena, accurately and effectively utilize common experimental apparatus, analyze data, calculate experimental uncertainties, and derive appropriate conclusions based on the data and analysis. Specifically students will be able to
 - Use appropriate experimental apparatus in a correct method
 - Analyze data
 - Quantify experimental uncertainties
 - Reach appropriate conclusions based on the data.
- If working on a research project, the student will be able to perform a literature search, utilize appropriate computational and/or laboratory skills, and to make an effective written or oral presentation of the results of the project.

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP Code N/A Name of Program: Social Justice Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 9 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: Social Justice Degree: Title of Award (e.g. Master of Arts) Minor Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 9 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
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	
Rationale for Modification We will add a new course developed specifically for the Racial Justice Certificate (RJ 200) as an elective. This course fits nicely in the Minor and could draw more students to the Minor.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are required.	
Institutional Contact for this Proposal: Audra King Title: Program Coordinator and Associate Professor of Philosophy Tel.: 860-832-3677 e- mail: kingaul@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences.	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			9	Other Related/Special Requirements		
Core Course Prerequisites				Elective Courses in the Field		9
				RJ 200 Studies in Racial Justice		3
				There are five other courses that can satisfy the electives.		
Total Other Credits Required to Issue Modified Credential						0
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: April 28, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 160905 Title of CIP Code Spanish Language and Literature Name of Program: Spanish Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 01/01/1976 OHE#: 00076 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: 35 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 24 # Credits of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 43 (Professional Education) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Modified Program Characteristics Name of Program: Spanish Degree: Title of Award (e.g. Master of Arts) BS (Teacher Preparation) Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 35 # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 24 # Credits of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 43 <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
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	
Rationale for Modification The only changes are to make ML 429 (Seminar in Modern Language Teaching Methods), currently a 4-credit course, a 3-credit course with a new 1 credit co-requisite, ML 425 (Field Work in World Language Education). There is no change to the number of credits in the program or the work the students must do. This is part of the transformation of MAT courses, formerly taught in discipline specific sections, into individual courses with discipline designators. The undergraduates will take the new 425 to cover their field experience requirement, but the MAT candidates will get their field experiences through a different course.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) No additional resources are needed.	
Institutional Contact for this Proposal: Rocio Fuentes Title: Coordinator of the World Language and Teacher Education Program and Associate Professor of Spanish Tel.860-832-2880: e- mail: rocio.fuentes@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences CCSU Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			12	Other Related/Special Requirements		43
				<i>Professional Education</i>		34
				ML 429 Seminar in Modern Language Teaching Methods (changing from 4 credits to 3)		3
				ML 425 Field Work in World Language Education		1
Core Course Prerequisites				Elective Courses in the Field		24
Total Other Credits Required to Issue Modified Credential						41
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Speak at an Advanced Low oral proficiency in the target language. 2. Write at an Advanced Low written proficiency in the target language. 3. Use the target language to discuss major topics related to the cultures of countries where the target language is spoken. 4. Use the target language to discuss the works of major authors of countries where the target language is spoken. 						

Note: New additions are **bolded**. Deletions are ~~struck through~~. New courses are shaded grey.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University **Date of Submission to CSCU Office of the Provost:** April 28, 2021

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

Original Program Characteristics

CIP Code No. 500501 Title of CIP Code Drama and Dramatics/Theatre Arts General
 Name of Program: Theatre
 Degree: Title of Award (e.g. Master of Arts) **BA**
 Stand-Alone Certificate: (specify type and level)
 Date Program was Initiated: 01/01/1976 OHE#: 00111
 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: 44-46
 # Credits in Program Core Courses: 22
 # Credits of Electives in the Field: 18
 # Credits of Free Electives: 16-18
 # Cr Special Requirements (include internship, etc.): 18 (minor)
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: Theatre
 Degree: Title of Award (e.g. Master of Arts) **BA**
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2021
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
 Other: Removing two concentrations and replacing with electives in the field

Modified Program Credit Distribution

Credits in General Education: 44-46
 # Credits in Program Core Courses: 28
 # Credits of Electives in the Field: 12
 # Credits of Free Electives: 16-18
 # Cr Special Requirements (include internship, etc.): 18 (minor)
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

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

Rationale for Modification

1) The changes streamline the curriculum for the Theatre B.A. We are increasing the core requirements to 28 credits and modifying the requirements to be the same as core courses in both B.F.A. tracks making it seamless for students to move from the B.A. into the B.F.A. if they desire/qualify. Eighteen credits within the core courses of this program are required for the theatre minor. Thus, if a student decides to change to or from the theatre minor, no credits or time will have been lost.

2) The Theatre B.A. should serve students who desire a wholistic approach to making theatre - not limiting themselves to either performing or designing. For this reason, the proposed core courses provide students with a well-rounded foundation in multiple disciplines within the theatre – performance; design, technology, and production; and dramaturgy. The 12 proposed electives allow students flexibility beyond the 22 required credits to pursue their interests.

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3) The previous curriculum specified two concentrations of electives (performance and production). Removing these concentrations allow students to move through the program with greater ease. Importantly, the same courses will serve as electives; students simply will not have the restrictions of the concentrations. Given the size of the department and faculty, the proposed program ensures that the theatre department can offer the designated classes on a consistent rotation limiting the needs for course substitutions. With these changes, the students will be able to take the degree as offered.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

As all of the courses already exist and the modification of the curriculum improves course cycling, the modification incurs no marginal expense. Indeed, we are likely to reduce instructional expense and improve time to graduation with these changes.

Institutional Contact for this Proposal: Scott Bartley Title: Associate Professor and Chairperson of Theatre Tel.: 860.832.3150 e- mail: bartley@ccsu.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences; Main Campus

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			28	Other Related/Special Requirements		
TH 111 Stagecraft	2, 4		3			
TH 115 Play Production (1 st time)	3, 4		1			
TH 115 Play Production (2 nd time)	3, 4		1			
TH 115 Play Production (3 rd time)	3, 4		1			
TH 115 Play Production (4 th time)	3, 4		1			
TH 117 Lighting – OR – TH 121 Costuming	2		3			
TH 145 Acting I – OR – TH 146 High Impact Theatre OR TH 148 Performance Studio	2		3			
TH 147 Theatre Design Fundamentals	2		3			
TH 253 Script Analysis for the Theatre	1		3			
TH 352 Directing for the Stage	2	TH 246 & 253	3			
TH 375 History of Theatre I	1		3			
TH 376 History of Theatre II	1		3			
Core Course Prerequisites				Elective Courses in the Field		12
				12 credits advisor approved; 6 credits need to be 300+-level 18-credit concentration in Performance 18-credit concentration in Design Tech	1-4	
Total Other Credits Required to Issue Modified Credential						80
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) 1. Analysis: Students will analyze interrelationship of theatrical disciplines in performance or design by constructively critiquing classwork, theatrical production and performances. 2. Technique: Students will demonstrate the mastery of performance craft by applying research to a practical or theoretical creation. 3. Collaboration: Students will demonstrate the ability to work in a team in an environment reflective of professional theatre practice. 4. Productivity: Students will exhibit preparedness by actively participating in the mounting of productions.						

Note: New additions are **bolded**. Deletions are ~~struck through~~.

CSCU: Connecticut State Community College
Holistic Case Management Advising Policy/ Guided Pathways Advising Program
CSCU BOR-ASA Spring 2021 Report

Executive Summary

The Holistic Case Management Advising (HCMA) policy and resultant Guided Pathways Advising (GPA) program represents a total redesign of the academic advising within the CT Community Colleges. The GPA program fundamentally shifts the practice of advising from a walk-in transactional approach focused on course scheduling and registration to a relational case management model that provides students with the individualized advising, coaching, mentoring, and support needed to reach their academic and career goals. The policy is gaining national attention for its bold investment in student success and equity. The key provisions of the policy are:

1. **Advisor Assignment:** All degree- and certificate-seeking community college students will be assigned to a Guided Pathways Advisor who provides them with personalized support from entry to completion;
2. **Plan Creation:** Each degree and certificate seeking student will create a personalized academic and career plan that lays out the steps to transfer or completion;
3. **Advisor Ratios:** The ratio of student to Guided Pathways Advisor will move to 250:1, with the goal of reaching full scale by fall 2022; and
4. **Technology:** The College will adopt a student success technology platform to assist Guided Pathways Advisors, faculty, and other staff with providing and coordinating student supports.

Phased Approach/Staffing the GPA Program

The GPA program will be implemented in a phased approach over an 18-month period during 2021-2022.

- Phase 1 (2021): Housatonic, Middlesex, Northwestern
- Phase 2 (2021-2022): Asnuntuck, Gateway, Manchester, Quinebaug Valley, Tunxis
- Phase 3 (2022): Capital, Naugatuck Valley, Norwalk, Three Rivers

Major Accomplishments:

- Hired (3) Regional Advising Directors (RADs)
- Hired NWCC Campus Advising Lead (CAL)
- Reclassified HCC and MXCC Directors of Advising to Campus Advising Leads (CAL)
- Existing advising staff members at HCC, MXCC, and NWCC have been reclassified to GPA I
- GPA Campus Implementation Teams at Phase 1 campuses are meeting regularly
- Developed onboarding, training, and GPA professional learning framework and content outline
- Identified vendor/partner to host GPA Training and Professional Learning program
- Hosted (4) state-wide academic advising forums
- Developed draft GPA Mission, Vision, and Guiding Principles (attached)
- Engaged campus CEOs, cabinet members, and key stakeholders in planning discussions
- VP Epstein has contracted with vendor (G-3 Architecture) for space planning for GPA
- Submitted HEERF request to accelerate GPA implementation and received preliminary funding award

Critical Next Steps:

- Complete GPA phase 1 hiring (target 7/2/21)
- Complete configurations and testing for Ellucian CRM Advise platform with (target “go-live” 2022)
- Complete CAL hiring for all remaining campuses (5 postings are currently open @ GCC, MCC, QVCC, TRCC, TXCC)
- Complete phase 2 hiring (target January 2022) and phase 3 hiring (target July 2022)
- Complete space planning engagements with all 12 campuses

Guided Pathways Advising

Mission Statement:

All community college students, from initial registration to completion, are supported by Guided Pathways Advisors to establish academic and career goals, receive proactive and individualized academic and holistic supports that result in the timely and equitable completion of credentials that lead to employment, transfer, and family sustainable wages.

Vision:

Guided Pathways Advising is a dynamic student-centered holistic approach grounded in student development and learning. Guided Pathways Advisors align advising practices with the diverse and unique needs of each individual student in their caseload. GPAs advise, advocate, mentor, support, and coach their caseload to reach their individual goals.

Guiding Principles:

1. Students receive deliberate and personalized supports necessary to contribute to their success.
2. Faculty advising is central to the GPA model.
3. Guided Pathways Advising is grounded in institutional collaboration.
4. Commitment to bold and disruptive change through the advancement of equitable advising practices.
5. Guided Pathways Advisors pledge to empower students and staff to advance racial, social, and economic justice while identifying and responding to student barriers.
6. Evidence-based research informs advising practice.
7. Data is collected, disaggregated, analyzed, and reported in a transparent manner.
8. Student voices are amplified by honoring lived experiences and by highlighting their unique assets to develop meaningful advising relationships.
9. Ongoing professional learning and individual staff development is fundamental to the model.

Commitment of GPA Leadership:

GPA leadership is committed to the Holistic Case Management Advising policy. This will be achieved through the strategic relationship development with students, collaboration with internal and external stakeholders, and utilization of technology to enhance communication and collaboration. For more information, please access the [Holistic Case Management Advising \(HCMA\) policy](#).

Connecticut State Community College Mission:

Connecticut State Community College promotes student success through affordable access to academically rigorous and innovative education, career training, and lifelong learning. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, advances positive change for the diverse students, communities, and industries it serves, and awards associate degrees and certificates.

Connecticut State Community College Vision:

Through student-centered education, the College will collaborate with industry, government, educational partners, and other stakeholders to transform the communities we serve.

Guided Pathways Policies and Practices: Guided Pathways Advising in one aspect of the broader Guided Pathways reforms and policies at Connecticut State Community College such as, Areas of Study, Alignment and Completion of Math and English (ACME), and the College and Career Success course (CCS 101).