



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Friday, October 11, 2019 at 9:30 a.m.
61 Woodland Street, Hartford, CT – Board Room (ground floor)**

1. Approval of Minutes
 - a. September 6, 2019 – *Page 1*
2. Consent Items
 - a. Discontinuations
 - i. Human Services – AS – Northwestern CT CC – *Page 7*
 - ii. Plastics Technology – C2 Certificate – Quinebaug Valley CC – *Page 11*
 - iii. Technology Studies: Plastics Option – AS – Quinebaug Valley CC – *Page 15*
3. Action Items
 - a. Modifications
 - i. Advanced Manufacturing Machine Technology – C3 Certificate – Naugatuck Valley CC [Significant modification of courses] – *Page 19*
 - ii. Fundamentals of Machine Technology – C2 Certificate – Naugatuck Valley CC [Significant modification of courses] – *Page 28*
 - iii. Teaching English to Speakers of Other Languages (TESOL) – MS - CCSU [Change of Degree Title and Modification/Substitution of Courses] – *Page 38*
 - iv. Advanced Practice: Adult Gerontology Nurse Practitioner – MS Nursing - Western CSU [New option in existing program] – *Page 49*
 - b. New Programs
 - i. Doctorate of Nursing Practice (DNP) – Doctorate – Western CSU – *Page 60*
 - ii. Anthropology – BA – Eastern CSU – *Page 74*
 - c. Academic Program Review – *Page 91*
 - d. BOR Policies
 - i. Animals on Campus – *Page 95*
 - ii. Opioid Overdose Prevention and Awareness – *Page 114*



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – September 6, 2019 - 9:30 a.m.
Western CT State University Midtown Campus
White Hall, Room 127
181 White Street
Danbury, CT 06810

MINUTES

Regents Present: Merle Harris, Aviva Budd, Del Cummings, William Lugo (via teleconference), Peter Rosa,

Regents Absent: Naomi Cohen

Staff Present: Jane Gates, Bill Gammell, Ken Klucznik, Arthur Poole, Pat Ryiz, Rob Steinmetz

Other Attendees: Missy Alexander (WCSU), Ilene Crawford (SCSU), Marianne Fallon (CCSU), David Ferreira (NCCC), Rob Farinelli (TRCC), Daniel Larose (CCSU), Robert Prezant (SCSU), Crystal Wiggins (NCCC)

President John B. Clark welcomed the BOR Academic and Student Affairs Committee and guests to Western CT State University.

The meeting was called to order at 9:33 a.m. by Chair Merle Harris.

1. Approval of Minutes

a. June 7, 2019

On a motion by A. Budd and seconded by P. Rosa, a vote was taken and the minutes from the June 7, 2019 meeting were approved as amended (the motion to adjourn the June 7, 2019 meeting was seconded by P. Rosa instead of A. Budd).

2. Consent Items

a. Discontinuations

- i. Women's Studies – Certificate – Three Rivers CC
- ii. Laser and Fiber Optic Technology - Certificate - Three Rivers CC
- iii. Manufacturing Engineering Technology: Laser Manufacturing Opt. – AS - Three Rivers CC

On a motion by A. Budd and seconded by P. Rosa to adopt the Consent Items, a vote was taken and the consent items were unanimously approved.

3. Action Items

a. Modifications

i. Data Mining – MS - CCSU [Program Name Change and Modification/Substitution of Courses]

Chair Harris called for a motion to approve the modification of the Central CT State University MS in Data Mining and a change in name to MS in Data Science. The motion was moved by P. Rosa and seconded by A. Budd.

Dr. Marianne Fallon, Interim Associate VP Academic Affairs, and Dr. Daniel Larose, Professor, Mathematical Sciences, presented for CCSU which is proposing four modifications to the MS in Data Mining Program: 1) A change of title to the MS in Data Science; 2) A reduction in course credits from 33 to 31, 3) A CIP code change to 30.3001 Computational Science, and, 4) the addition of five tracks to the program: Bioinformatics, Text Analytics, Clustering, Computational Techniques, and, a General Track which allows students to pick classes from different tracks or from electives.

ii. Data Mining – Official Certificate Program (OCP) – CCSU [Program Name Change and Modification /Substitution of Courses]

The CCSU representatives noted that the OCP is embedded in the MS in Data Mining. CCSU is proposing four modifications to the OCP in Data Mining: 1) A change of title to the OCP in Data Science; 2) An increase in course credits from 18-20 to 20-22, 3) An increase in the number of elective credits from 6-8 to 8-10, and, 4) A CIP code change to 30.3001 Computational Science.

Questions/comments from the Committee regarding these two programs:

- a) *What is the student population for the OCP? What is the motivation to take the OCP?* Response: Most students in these programs are working adults. The MS is the stronger program; but, the OCP is important because students who can't finish the MS will have a credential after 20-22 credits.
- b) *Enrollment – How many enrollees are in the MS and OCP? Why is the number of enrollees so low?* Response: The OCP has had less than 5 students the last two years and has a lower enrollment than the MS degree which had 27 enrollees in 2016 and 17 enrollees in 2017.
- c) *Marketing Plan?* Chair Harris stated that CCSU needs to figure out better ways to increase the enrollment in these programs by interacting with companies that hire data scientists. She suggested that CCSU look at Northwestern CT CC's very detailed marketing plan included in the agenda packet.
- d) *Relationships with various CT companies interested in graduates with Data Science degrees?* Response: Although CCSU has not pursued CT companies as feeders for Data Science graduates, Provost Gates stated that the System Office will work with CCSU to identify CT companies which employ data scientists.
- e) *What is the pathway to the MS? Is it a Bachelor's degree? Or, are working professionals pursuing the MS? Which Bachelor's degree is the best fit for students, without work experience, pursuing the MS?* Response: Most of the students in the MS program are working professionals; however, the number of students with bachelor's degrees is increasing. A Statistics undergraduate degree

would be the best fit for students pursuing the MS in Data Science. *The community colleges need a clear path for math-oriented students to the MS in Data Science.*

- f) *Do students pay an online fee?* Response: Yes, CCSU students pay a fee of \$50.00 for an online course. *Is it the same across the system?* Provost Gates stated that the online fee is established per institution.

Chair Harris called for a vote to approve the modifications to the Central CT State University MS in Data Mining and the vote was unanimous.

On a motion by A. Budd and seconded by P. Rosa, a vote was taken and the modifications to the Central CT State University OCP in Data Science were approved unanimously.

- iii. Business Administration – Online MBA - Southern CT State University [Change from jointly conferred, with Liverpool John Moores University, to singly conferred]

Chair Harris called for a motion to approve the modification of the Southern CT State University online Master of Business Administration (MBA). The motion was moved by P. Rosa and seconded by A. Budd.

Dr. Robert Prezant, Provost and Vice President for Academic Affairs, and Dr. Ilene Crawford, Assoc. VP for Academic Affairs, presented the program which seeks to offer the previously approved online MBA program (BR 17-089) as a singly-conferred degree solely at SCSU without the partnering institution, Liverpool John Moores University (LJMU). Provost Prezant and Dr. Crawford addressed both programs together. Activities in the UK, including Brexit, global IT security, and enrollment issues at LJMU have impacted SCSU's ability to deliver the joint degrees. SCSU is not abandoning its plan to deliver both degrees jointly with LJMU; but, is delaying the process at this point due to the issues stated above. SCSU has the ability and capacity to deliver both degrees independently. SCSU approached NECHE to discuss how this change should be addressed. If the modifications to the programs are approved at the BOR Academic and Student Affairs Committee on Sept. 6, 2019, the programs will move to the BOR Meeting on Sept. 19, 2019 for approval, and then presented at NECHE's November meeting. Questions/comments from the Committee on both programs:

- a) *Will the singly-offered programs be as appealing as the joint program with LJMU?* Response: For the online MBA, students will be offered an option to take one on ground course in Liverpool taught by SCSU faculty. If SCSU moves to jointly offering the degrees, the transition will not affect students. For the MS in Coastal Resilience, a one-month winter session will be offered off site run by LJMU faculty. Provost Prezant stated that SCSU faculty have long-standing relationships with LJMU faculty and these will continue. SCSU will assess the success of the singly-run programs and if a joint program is run in the future with LJMU, SCSU will determine whether to offer both programs or only combined program.
- b) *Does SCSU have an existing online MBA program?* Response: The accelerated MBA program is a hybrid.

Chair Harris called for a vote on the modifications to the Southern CT State University online MBA program to approve the program to be offered singly by SCSU. A vote was taken and it was unanimous.

- iv. Coastal Resilience - MS - Southern CT State University [Change from jointly conferred, with Liverpool John Moores University, to singly conferred]

On a motion by A. Budd and seconded by P. Rosa, a vote was taken and the modifications to approve the Southern CT State University MS in Coastal Resilience to be offered singly was approved unanimously.

b. New Programs

- i. Technology Studies: Data Science Option – AS – Northwestern CT CC

Chair Harris called for a motion to approve the new Data Science degree option within the Technology Studies AS Program at Northwestern CT Community College. The motion was moved by A. Budd and seconded by P. Rosa.

Dr. David Ferreira, Dean of Academic and Student Affairs, and Professor Crystal Wiggins, Mathematics, presented the new program option for NCCC. The Technology Studies Data Science option AS degree is a 67-credit hybrid program. Professor Wiggins noted that NCCC worked with the College of Technology on this degree which will be transferrable to the CSUs for students who wish to pursue a bachelor's degree. Many of the electives in the program are open and Professor Wiggins will work with individual students to structure the program to align with their future four-year degree focus. Students need a bachelor's degree and the skills and knowledge to enter the data science field.

Questions/comments from the Committee:

- a) *Difference between the Data Science Certificate (approved in June 2019) and the AS Data Science Option – Response:* The Data Science Certificate has not been eliminated. Students can get the standalone certificate or use it as a double major with another associates degree.
- b) *Where can students transfer with the Technology Studies: Data Science Option AS degree? Response:* Four to five TAP programs fit into the Data Science Option AS degree. Students can transfer into a number of bachelor's degrees at the CSUs with no loss of credit. Students will need a lot of support and guidance on navigating transfers to the CSUs to insure that they are properly placed. Also, the college is working with SCSU to create a pathway to its new BS in Data Science.
- c) *Is one faculty member sufficient for both the Certificate and the AS programs in Data Science? Response:* Eventually, if the enrollment increases, a part time adjunct will be hired. Faculty expenses in the budget were proportionately divided between the Certificate and AS in Data Science. A faculty sharing agreement with CCSU and establishing a coordinated adjunct pool were discussed.
- d) *Student Demographic – Regent Rosa was pleased that Post Latino.com was included in the marketing plan. Dean Ferreira noted that the number of Latino students has increased at NCCC from 5% five years ago to 20% this year.*
- e) *Are internships available for AS in Data Science students? – Response:* Most companies want interns who are near the end of their Bachelor's degree program. Some companies, however, don't have a level of degree requirement. NCCC is working with these companies.
- f) *Can graduates get jobs with AS degrees in Data Science? Response:* The trend for degree levels in job postings has gone from Doctorates to Bachelor's degrees. Jobs may soon open up for graduates of AS degree programs who have good portfolios.

Chair Harris called for a vote to approve the new Data Science degree option within the Technology Studies AS Program at Northwestern CT Community College and the vote was unanimous.

c. Suspensions

i. Energy Management – AAS – Tunxis CC

Chair Harris called for a motion to approve the suspension of the Energy Management AAS program at Tunxis Community College. The motion was moved by A. Budd and seconded by P. Rosa.

Provost Jane Gates presented this program. The Energy Management AAS program is a low-completer program with fewer than three graduates per year. The degree is part of the STEAM plan which is merging or reorganizing existing programs. No new students will be enrolled in the program, with a teach out date of May 2022. Tunxis is suspending the program to determine what changes would meet the needs of industry, students and the institution. Regent Cummings asked if the Committee can get more information (“Lessons Learned”) when programs don’t work out that can be used in creating new programs. Chair Harris suggested that Tunxis CC look at a similar program at Gateway CC that transfers to the Public Utility Management program at Southern CT State University.

Chair Harris called for a vote to approve the suspension of the Energy Management AAS program at Tunxis Community College and the vote was unanimous.

d. Renaming Institution’s Academic Units from Schools to Colleges – Southern CT State University

- i. Renaming the School of Arts and Sciences as the College of Arts and Sciences
- ii. Renaming the School of Education as the College Education
- iii. Renaming the School of Health and Human Services as the College of Health and Human Services

Chair Harris called for a motion to approve the renaming of the Southern CT State University School of Arts and Sciences, the School of Education, and the School of Health and Human Services to the College of Arts and Sciences, the College of Education, and the College of Health and Human Services, respectively. The motion was moved by A. Budd and seconded by P. Rosa.

Provost Robert Prezant presented the rationale for the requested changes. SCSU has hired 52 faculty in the last two years and is in the process of hiring 32 additional faculty. SCSU hired many faculty in different departments who will work together. Provost Prezant discussed the concept of “cluster hires” and stated that SCSU has established three clusters: 1) Climate Change, Blue Economy, and Resilience; 2) Health Informatics, and 3) Social Equity/Access. Interdisciplinary work will be easier in this configuration. There also will be naming opportunities.

Questions/comments from the Committee:

- a) *Will there be a dean in each school/college?* Response: SCSU just named two associate deans to the School of Arts and Sciences.
- b) *Will the School of Business become a College?* Response: No, the School of Business will remain a school.
- c) *Is there a foundation and does it support this move?* Response: Yes.

Chair Harris called for a vote to approve the renaming of the Southern CT State University School of Arts and Sciences, the School of Education, and the School of Health and Human Services to the College of Arts and Sciences, the College of Education, and the College of Health and Human Services, respectively, and the vote was unanimous.

4. Informational Items

a. Below Threshold

i. Principles of Manufacturing – Certificate – Naugatuck Valley CC

No vote is taken on Below Threshold programs. The programs are forwarded to the CT Office of Higher Education.

On a motion by A. Budd and seconded by P. Rosa, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 10:49 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Human Services (CIP Code: 51.1502 / OHE # 02520) leading to an Associate of Science degree at Northwestern Connecticut Community College, with a two-year phase out/teach out period ending Spring Semester 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Human Services leading to an Associate of Science degree at Northwestern Connecticut Community College

BACKGROUNDSummary

Due to low enrollment, the institution has determined this program should not be continued. Insufficient enrollments in the program's upper-level courses lead to the cancellation of those courses.

Phase-Out/Teach-Out Strategy

Currently enrolled students will be able to take many of the requisite courses since they will continued to be offered at the institution. Substitutes have been established for the three courses eliminated at this juncture. Current program majors will be afforded the opportunity to graduate in a timely manner.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost: 8/22/2019	
Discontinued Program: Human Services CIP: 511502 OHE#: 002520 BOR Accreditation Date: Fall 2018 Phase Out /Teach Out Period 05/30/2021 Expected Date of Program Termination Spring 2020		
Program Characteristics		
Name of Program: Human Services		
Degree: Title of Award (e.g. Master of Arts) Associate's Degree		
Degree Certificate: (specify type and level) AS		
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: Northwestern		
Institutional Contact for this Proposal: Dr. Charles Kelly	Title: Asst. Professor of Human Services	Tel.: 860-738-6353 e-mail: ckelly@nwcc.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 reason that Human Service program is being discontinued is due to low enrollment. For example, the enrollment was 69 in Fall 2015 and is 17 now. Going forward, Northwestern Connecticut Community College students with a career interest in the helping professions will be provided a similar educational pathway with the existing Social Work Studies CSCU Pathway Transfer Degree. Enrollment in the Social Work TAP has gone from 0 to 17 in the past 2 years. Since the emergence of the Social Work Studies option there have not been enough students majoring in Human Services at Northwestern to run upper-level human services courses. For the past three years, Human Service students have been unable to complete the required upper-level human service courses due to insufficient enrollment resulting in the need to allow course substitutions in order for these students to graduate in a timely manner. We anticipate as we move towards the eventual consolidation of the community colleges and the expected growth of the TAP programs that this trend of low Human Service enrollment will continue.

In addition, NWCC students graduating in the Human Service program currently face obstacles in transferring to the Connecticut state universities upon graduation. Currently no state university offers a Bachelor's degree in Human Services. If a NWCC Human Service graduate transfers to one of the state universities to obtain a B.S.W. in social work, the upper-level human service courses transfer in as unrestricted electives because of the accreditation requirements of the Council on Social Work Education (CSWE). Since most of our students work this creates a hardship for our students at the state university since it limits their scheduling options as they move towards completion of the B.S.W. degree. Also, since these courses that transfer in as unrestricted electives are similar in nature to several of the required social work courses, transfer students are also frustrated because they feel as though they are being required to take the same course twice. Moving to the Social Work Studies pathway will result in more transfer courses matching the curriculum requirements of the B.S.W. program at the state university and better scheduling options for our graduates as they continue their educational careers.

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.)

Many of the required Human Service courses will continue to be offered at Northwestern. The program termination will only result in the elimination of three courses. Since these courses have not been running recently, we will continue to use course substitutions to allow current Human Service majors to graduate in a timely manner.

SECTION 3: RESOURCES

Close Out

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

No fiscal impact.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of Plastics Technology within the Technology Studies program (CIP Code: 15.0607 / OHE # 02840) leading to a Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Discontinuation of Plastics Technology within the Technology Studies program leading to a Certificate at Quinebaug Valley Community College

BACKGROUNDSummary

Due to no enrollment, the institution has determined this certificate program should not be continued. Over the years, the needs and requirements of local companies have changed and the institution has developed new programs to address those needs.

Phase-Out/Teach-Out Strategy

No students are currently enrolled and no new students will be admitted to this program; thus, there is no need for phase-out/teach-out.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – 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: Quinebaug Valley Community College		Date of Submission to CSCU Office of the Provost: 8/28/2019
Discontinued Program: CIP: 150607 OHE#: 002840 BOR Accreditation Date: 04/29/1994		
Phase Out /Teach Out Period N/A Expected Date of Program Termination ASAP		
Program Characteristics		
Name of Program: Plastics Technology Certificate		
Degree: Title of Award (e.g. Master of Arts) N/A		
Degree Certificate: (specify type and level) Credit Certificate		
Stand-Alone Certificate: (specify type and level) C2: 15-30 units		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Main Campus - Danielson		
Institutional Contact for this Proposal: Jakob Spjut	Title: Associate Professor of Engineering Science and Technology Studies / Program Coordinator of Engineering Science, Technology Studies, and Manufacturing	Tel.: (860) 932-4156 e-mail: jspjut@qvcc.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 Plastics Technology certificate was developed to serve the many local companies that work with plastics. Over the years the needs and requirements of those local companies have changed, and the range of companies that QVCC collaborates with has grown to encompass more than just plastics manufacturers. Our previous advisory board changed its name many years ago to reflect this: established in 1994 as Quinebaug Valley Plastics Institute (QVPI), it changed in 2010 to Quinebaug Manufacturing Institute (QMI), and later still to the Eastern Advanced Manufacturing Alliance (EAMA) in 2013 (see <http://eamainc.com/about.html>). We have developed new programs to serve these growing industry needs, and the plastics program no longer serves those needs as well as it did previously.

In addition, QVCC no longer possesses the equipment to run the hands-on laboratories. Previous equipment such as Blow Molders, Injection Molding Machines, and machines for extrusion either became too old, or were disposed of due to lack of a place to store them. We do not currently have the budget to buy, nor the floor space to place additional machines, and so we are unable to effectively run PLA* 120 Polymer Process Engineering, PLA*160 Physical & Properties Testing Lab, and PLA* 203 Plastics Processing II, all of which are required for the degree. While we could try to retool the degree to focus on less applied skills, that would run counter to the benefit that companies and individuals would want in a plastics program.

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

QVCC has not graduated anyone from this program in a number of years and have are unable to enroll the courses necessary for them to do so even with multiple offerings over multiple years. Removing the program will clear up lingering confusion about what students can actually effectively complete at QVCC, and we will be able to guide students into our successful Advanced Manufacturing Certificates and Technology Studies degrees instead.

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.)

Since there are no students currently enrolled in the program, no teach out strategy is required. Discontinuation can occur immediately

SECTION 3: RESOURCES

Close Out

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

No resources will be required to terminate this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a degree option – Plastics in the Technology Studies program (CIP Code: 15.0000 / OHE # 14052) leading to an Associate of Science degree at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Discontinuation of a degree option – Plastics in the Technology Studies program leading to an Associate of Science degree at Quinebaug Valley Community College

BACKGROUNDSummary

Due to no enrollment, the institution has determined this program should not be continued. Over the years, the needs and requirements of local companies have changed and the institution has developed new programs to address those needs.

Phase-Out/Teach-Out Strategy

No students are currently enrolled and no new students will be admitted to this program; thus, there is no need for phase-out/teach-out.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – 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: Quinebaug Valley Community College		Date of Submission to CSCU Office of the Provost: 8/28/2019
Discontinued Program: CIP: 150000 OHE#: 014052 BOR Accreditation Date: 03/21/2005		
Phase Out /Teach Out Period N/A Expected Date of Program Termination ASAP		
Program Characteristics		
Name of Program: Technology Studies: Plastics Option		
Degree: Title of Award (e.g. Master of Arts) AS		
Degree Certificate: (specify type and level) Degree		
Stand-Alone Certificate: (specify type and level) N/A		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Main Campus - Danielson		
Institutional Contact for this Proposal: Jakob Spjut	Title: Associate Professor of Engineering Science and Technology Studies / Program Coordinator of Engineering Science, Technology Studies, and Manufacturing	Tel.: (860) 932-4156 e-mail: jspjut@qvcc.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 Technology Studies: Plastics Option, A.S. was developed to serve the many local companies that work with plastics. Over the years the needs and requirements of those local companies have changed, and the range of companies that QVCC collaborates with has grown to encompass more than just plastics manufacturers. Our previous advisory board changed its name many years ago to reflect this: established in 1994 as Quinebaug Valley Plastics Institute (QVPI), it changed in 2010 to Quinebaug Manufacturing Institute (QMI), and later still to the Eastern Advanced Manufacturing Alliance (EAMA) in 2013 (see <http://eamainc.com/about.html>). We have developed new programs to serve these growing industry needs, and the plastics program no longer serves those needs as well as it did previously.

In addition, QVCC no longer possess the equipment to run the hands-on laboratories. Previous equipment such as Blow Molders, Injection Molding Machines, and machines for extrusion either became too old, or were disposed of due to lack of a place to store them. We do not currently have the budget to buy, nor the floor space to place additional machines, and so we are unable to effectively run PLA* 120 Polymer Process Engineering, PLA*160 Physical & Properties Testing Lab, and PLA* 203 Plastics Processing II, all of which are required for the degree. While we could try to retool the degree to focus on less applied skills, that would run counter to the benefit that companies and individuals would want in a two-year Plastics degree.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR *DISCONTINUATION OF EXISTING PROGRAM*

QVCC has not graduated anyone from this degree in a number of years and have are unable to enroll the courses necessary for them to do so even with multiple offerings over multiple years. Removing the degree will clear up lingering confusion about what students can actually effectively complete at QVCC, and we will be able to guide students into our successful Advanced Manufacturing Certificates and other Technology Studies degrees instead.

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.)

Since there are no students currently enrolled in the program, no teach out strategy is required. Discontinuation can occur immediately

SECTION 3: RESOURCES

Close Out

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

No resources will be required to terminate this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification
Advanced Manufacturing Machine Technology program (CIP Code: 48.0510 /
OHE # 17041) leading to Certificate, specifically curriculum changes, at
Naugatuck Valley Community College.

A True Copy:

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

ITEM

Program modification – curriculum changes for Advanced Manufacturing Machine Technology leading to a Certificate, at Naugatuck Valley Community College.

BACKGROUNDSummary

The institution proposes to make curricular changes in the referenced program in alignment with changes made at other the three other Advanced Manufacturing Technology Centers among the System's community colleges; per the recommendations of the institution's Industry Advisory Board.

Resources

The institution declares there will be no additional resources required to implement the proposed curricular changes.

RECOMMENDATION

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

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – 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: Naugatuck Valley Community College Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Accreditation June 2013	
Original Program Characteristics CIP Code No. 480510 Title of CIP Code Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist Name of Program: Advanced Manufacturing Machine Technology Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate: (<i>specify type and level</i>) C3: Postsecondary certificate of no less than 31 credits and no more than 59 Date Program was Initiated: Fall 2016 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (<i>i.e. include program credits, GenEd, other</i>): 34	Original Program Credit Distribution # Cr in Program Core Courses: 34 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 34 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 34
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (<i>specify whether New Certificate, Minor, Option, Concentration, or Other</i>) X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (<i>specify new location</i>) Offering of Program Using an Alternate Modality (<i>e.g. from on ground to online</i>) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Advanced Manufacturing Machine Technology Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate ¹ : (<i>specify type and level</i>) C3: Postsecondary certificate of no less than 31 credits and no more than 59 Program Initiation Date: Fall 2020 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>): 31 Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 28 # Cr of Electives in the Field: 3 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 0 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 31 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 20
* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	

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

Notes regarding Application:
Log of Steps Toward Approval:

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

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

Date of Approval:
 Date for Inclusion in BOR-ASA Meeting Package:
 Comments:
 Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Conal L. Larkin Title: Associate Dean of Business Tel.: 203-575-8041
 e- mail: clarkin@nv.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

Over the past year, the three other Advanced Manufacturing Technology Centers in the CT Community College System – Asnuntuck, Housatonic and Quinebaug Valley have made program curriculum changes to the Advanced Manufacturing Machine Technology certificate program following advice of their respective Industry Advisory Boards. In the spirit of program consistency and with input from our own Industry Advisory Board, Naugatuck Valley proposes making program curriculum changes to the Advanced Manufacturing Machine Technology certificate program that both aligns with the program changes of the other CCCs and maintains the curriculum required by the NVCC Industry Advisory Board.

As with the other programs, the machining lab courses in the first and second semester were consolidated. The advantage of this consolidation is that assignments can be created for projects that utilize multiple machines and, thus, provide additional skills and better prepare the student for work on a shop floor

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 program has demonstrated consistent placement of graduates in jobs in the manufacturing field (numbers below).
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? The program utilizes the Advanced Manufacturing Technology Center on the Waterbury campus and uses Henry Abbott Technical

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

High School in Danbury for an evening part-time cohort. The program will continue to use the instructional staff that has led to the job placement success of the past three years.

- 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*) Transfer programs already exist through the College of Technology. These transfer agreements will not change as a result of this modification.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided This program exists at Asnuntuck, Quinebaug Valley, and Housatonic. The programs were designed to be duplicates of one another by mandate of the BOR.
- Please provide a description/analysis of employment prospects for graduates of this proposed program The 2015-2016 cohort had a 95% job placement rate. The 2016-2017 cohort had a 97% job placement rate. The 2017-2018 cohort had a 100% job placement rate. Positions have been at a variety of companies in the Waterbury and Danbury area.

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

This two-semester, 34-credit certificate has been modified for both semesters. The first semester, which can yield a stackable 15-credit certificate in Fundamentals of Machine Technology, has changes detailed on its own modification form. The summary of those changes is below:

Semester 1 has the following changes (explained in detail on Fundamentals Modification form):

- Removal of MFG* H151 Manufacturing Machinery Drill Press and Saw, 1 credit
- Removal of MFG* H152 Manufacturing Machinery Grinding, 2 credits
- Removal of MFG* H154 Manufacturing Machinery Lathe I, 2 credits
- Removal of MFG* H155 Manufacturing Machinery Milling I, 2 credits
- Removal of MFG* H156 Manufacturing Machinery CNC I, 2 credits
- Removal of QUA* H114 Principles of Quality Control, 3 credits
- Removal of non-credit Metrology
- Consolidation of the two semester non-credit Career Awareness and Development sequence into one non-credit course in the first semester.
- Addition of MFG* H115 Safety in the Workplace, 1 credit
- Addition of MFG* H177 Machine Technology Fundamentals, 4 credits
- Addition of MFG* H178 CNC Fundamentals, 3 credits
- Addition of MFG* H120 Metrology, 3 credits

Semester 2 changes are outlined in detail below:

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

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

Advance Machine Manufacturing Technology Modifications

Added Course	Credits	Removed Course(s)	Credits	Rationale
MFG* H277 Advanced Machine Technology	4	MFG* H254 Manufacturing Machinery Lathe II	2	<ul style="list-style-type: none"> Aligns NVCC's program with other CCC AMTC programs The consolidated course allows students to perform projects similar to real-life work, which includes creating one part using multiple machines The full-time Business and Industry Instructors will continue to hold open machine floor hours for students who need extra time and instruction on the floor
		MFG* H255 Manufacturing Machinery Milling II	2	
Directed Elective	3			<ul style="list-style-type: none"> A course in CAD*, MFG* or QUA* approved by the instructor
		CAD*H110	3	<ul style="list-style-type: none"> Discussion with the Industry Advisory Board, instructors, and graduates indicated the CAD skills learned in the program were not being utilized in the workforce Graduates were not being hired to produce CAD drawings Available as an directed elective as approved by instructor
		CNC Projects (non-credit)	0	<ul style="list-style-type: none"> The removal of the non-credit CNC Projects course saves students an additional cost. Business and Industry Instructors teach these skills in other courses and project work.

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

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

No additional resources are needed for the proposed curriculum changes. Staffing and expenses will remain consistent with previous years.

Other Considerations

None

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2015-16		Fall Term, Year 2016-17		Fall Term, Year 2017-18	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	8	3	19	2	8	3
New Students	20	9	10	3	15	8
Returning Students	18	2	22	15	25	13
ACTUAL Headcount Enrollment	46	14	51	20	48	24
Fall FTE accounted for by Program Majors	51		58		56	
Size of Credentialed Group(s) for Given Year	36		45		49	

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		
Semester 1						
MFG* H115 Safety in the Workplace	1		1			
MFG* H120 Metrology	2		3			
MFG* H124 Blueprint Reading I	3		2			
MFG* H153 Manufacturing Machinery Benchwork	1-5		2			
MFG* H177 Machine Technology Fundamentals	1-6		4			
MFG* H178 CNC Fundamentals	1-7		3			
MFT H5235 Manufacturing Math I	4		nc			
MFT H5236 Career Awareness/Development			nc			
Semester 2						
MFG* H105 Manufacturing Math II	4	MFT H5235	3			
MFG* H125 Blueprint Reading II	3	MFG* H124	3			
MFG* H256 Manufacturing Machinery CNC II	1-7	MFG* H178	3			
MFG* H277 Advanced Machine Technology	1-6	MFG* H177	4			

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

Core Course Prerequisites				Elective Courses in the Field		
				Any course within the disciplines CAD*, MFG*, or QUA*		3
Total Other Credits Required to Issue Modified Credential						

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

1. Explain and use machine and shop safety protocols.
2. Select and use precision measuring devices to reliably and accurately measure parts.
3. Read, interpret and produce blueprints and technical drawings, including the use of geometric dimensioning and tolerancing.
4. Apply machine shop math to set up manufacturing and inspection machines.
5. Create the process plan and tool list required to machine and create parts for assembly using hand-tools, manual machines and/or CNC machines.
6. Independently select materials, and set up and operate drill presses, saws, surface grinders, lathes, millers, CNC millers and/or CNC lathes to manufacture parts.
7. Use G and M code language, along with conversational machine programming, to check, modify and/or develop programs for CNC machinery.

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

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

Projected Program Revenues	Spring 2019	Spring 2020	Spring 2021
Tuition (do not include internal transfers) ¹	\$186,652	\$209,193	\$215,470
Program - specific program fees	\$31,740	\$31,740	\$31,740
Other revenue	\$151,762	\$151,762	\$151,762
Projected number of students (day and evening cohorts)	69	75	75
Total Estimated Program Revenue	\$370,154	\$392,695	\$398,972

¹ Tuition includes an estimated 3% increase per year

The tuition is based on the current cost of the AMTC program; it includes a new credit cost for metrology, which was previously non-credit.

Projected Program Expenditures	Spring 2019	Spring 2020	Spring 2021
Administration (Program Director) Salary ²	\$34,800	\$36,714	\$36,714
Administration (Program Director) Fringe 87%	\$30,276	\$31,941	\$31,941
Full-time Business & Industry Instructor Salaries ³	\$78,400	\$82,600	\$82,600
Full-time Business & Industry Instructor Salaries Fringe varies	\$60,165	\$63,474	\$63,474
Faculty (Part-time) Salaries (PTLs & NCLs) ⁴	\$49,000	\$51,270	\$51,270
Faculty (Part time) Fringe 69% (PTLs NCLs)	\$33,810	\$35,376	\$35,376
Support Staff Educational Assistants)	\$23,450	\$24,740	\$24,740
Support Staff (Educational Assistants) Fringe 69%	\$16,170	\$17,070	\$17,070
Support Staff (Full -time) salaries	\$32,831	\$33,985	\$33,985
Support Staff (Full -time) Fringe varies	\$37,660	\$39,850	\$39,850
Equipment (state funded - BOR)	\$0	\$0	\$0
Estimated Indirect Costs (Program Operating Expenses)	\$17,500	\$17,500	\$17,500
Total Estimated Program Expenditures	\$414,062	\$434,520	\$434,520

² Administration salary and fringe percentage of time in direct support of Waterbury AMTC program (30%)

³12 month full time B&I instructors and support staff (35%)

⁴ PTL's contract pay per guidelines

Please note: Salaries reflect a 5.5% increase for fall 2020, no 4C's salary increases anticipated for fall 2021

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of Fundamentals of Machine Technology program (CIP Code: 48.0510 / OHE # 16964) leading to Certificate, specifically curriculum changes, at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Program modification – curriculum changes for Fundamentals of Machine Technology leading to a Certificate, at Naugatuck Valley Community College.

BACKGROUNDSummary

The institution proposes to make curricular changes in the referenced program in alignment with changes made at other the three other Advanced Manufacturing Technology Centers among the System's community colleges; per the recommendations of the institution's Industry Advisory Board.

Resources

The institution declares there will be no incremental expenditures required to implement the proposed curricular changes in the program which is a stackable credential within the Advanced Manufacturing Machine Technology program.

RECOMMENDATION

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

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – 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: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NEASC Institutional Accreditation Action and Date: NEASC Accreditation June 2013	
Original Program Characteristics CIP Code No. 480510 Title of CIP Code Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist Name of Program: Fundamentals of Machine Technology Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) C2: Postsecondary certificate of no less than 16 credits and no more than 30 credits Date Program was Initiated: Fall 2016 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 16	Original Program Credit Distribution # Cr in Program Core Courses: 16 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 16</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 16
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Fundamentals of Machine Technology Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) C1: Postsecondary certificate of no more than 15 credits Program Initiation Date: Fall 2019 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 15 Other: 2 non-credit courses	Modified Program Credit Distribution # Cr in Program Core Courses: 15 # Cr of Electives in the Field: # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 15</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 8
* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.	

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

Notes regarding Application:
Log of Steps Toward Approval:

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

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

Date of Approval:
 Date for Inclusion in BOR-ASA Meeting Package:
 Comments:
 Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

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

Program Discontinued: CIP: OHE#: Accreditation Date:
 Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Conal L. Larkin Title: Associate Dean of Business Tel.: 203-575-8041
 e- mail: clarkin@nv.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

Over the past year, the three other Advanced Manufacturing Technology Centers in the CT Community College System – Asnuntuck, Housatonic, and Quinebaug Valley - have made program curriculum changes to the Advanced Manufacturing Machine Technology certificate program following advice of their respective Industry Advisory Boards. In the spirit of program consistency and with input from our own Industry Advisory Board, Naugatuck Valley proposes making program curriculum changes to the Advanced Manufacturing Machine Technology certificate program that both aligns with the program changes of the other CCCs and maintains the curriculum required by the NVCC Industry Advisory Board.

Because the Fundamentals of Machine Technology certificate program is the same as the first semester of the Advanced Manufacturing Machine Technology program, the forthcoming modification of the Advanced Manufacturing Machine Technology program necessitates the concomitant modification of the Fundamentals of Machine Technology program.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* The program has demonstrated consistent placement of graduates in jobs in the manufacturing field (numbers below).
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? The program utilizes the Advanced Manufacturing Technology Center on the Waterbury campus and uses Henry Abbott Technical High School in

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

Danbury for an evening part-time cohort. The program will continue to use the instructional staff that has led to the job placement success of the past three years.

- 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)* Transfer Programs already exist through the College of Technology. These transfer agreements will not change as a result of this modification.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided This program exists at Quinebaug Valley. The programs were designed to be duplicates of one another by mandate of the BOR.
- Please provide a description/analysis of employment prospects for graduates of this proposed program The Advanced Manufacturing Machine Technology program had the following job placement rate:

Cohort	Job Placement Rate
2015-2016	95%
2016-2017	97%
2017-2018	100%

Positions have been at various companies in the Waterbury and Danbury area. Many students were recruited by companies after completing their first semester (equivalent to the Fundamentals of Machine Technology certificate). While completion of only the Fundamentals certificate is not ideal, manufacturers in our service region need workers with even the most basic manufacturing skills.

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

Description of Modification <i>(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.</i>				
Fundamentals of Machine Technology Modifications				
Added Course	Credits	Removed Course(s)	Credits	Rationale
MFG* H115 Safety in the Workplace	1			<ul style="list-style-type: none"> Ensures students have a deep understanding of all safety processes Requested by Industry Advisory Board
MFG* H177 Machine Technology Fundamentals	4	MFG* H151 Manufacturing Machinery Drill Press and Saw	1	<ul style="list-style-type: none"> The Industry Advisory Board, NVCC AMTC staff, and interviewed students and graduates agree time dedicated to drill press, saw and grinding was excessive and did not make sense as stand-alone courses The consolidated course allows students to perform projects similar to real-life work, which includes creating one part using multiple machines The full-time Business and Industry Instructors will continue to hold open machine floor hours for students that need extra time and instruction on the floor
		MFG* H152 Manufacturing Machinery Grinding	2	
		MFG* H154 Manufacturing Machinery Lathe I	2	
		MFG* H155 Manufacturing Machinery Milling I	2	
MFG* H178 CNC Fundamentals	3	MFG* H156 Manufacturing Machinery CNC I	2	<ul style="list-style-type: none"> Adds 2 hours per week to prepare students for working with CNCs
		QUA* H114 Principles of Quality Control	3	<ul style="list-style-type: none"> MFG* H120 covers some of this course material This course is available as a directed elective

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

Added Course	Credits	Removed Course(s)	Credits	Rationale
MFG* H120 Metrology	3	MFT H5234 Metrology (non-credit)	0	<ul style="list-style-type: none"> • Changed from non-credit to credit. • Credit course provides more contact hours to better prepare students for the NIMS credential in Measurement, Materials, and Safety certification test. • Credit course allows this to be covered under financial aid. • Deemed necessary by the Industry Advisory Board, faculty and graduates
MFT H5236 Career Awareness and Development (non-credit)	0	MFT H5236 Career Awareness (non-credit)	0	<ul style="list-style-type: none"> • Originally was two zero-credit courses, one offered each semester • Student feedback suggested they be consolidated to cover career development skills during the first semester in preparation for second semester internships • Students deciding to leave after completing the Fundamentals program will still have gained these skills and have a resume

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

The program admissions requirements will not change. The graduation requirements will only change in respect to the proposed curriculum changes. The mode of delivery will not change. Overall, the curriculum changes consolidate some of the program outcomes into two courses instead of 6 courses. Additionally, the curriculum becomes more flexible by adding directed electives in place of individual courses. These changes do not require the institution to change the way the program is supported.

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

No additional resources are needed for the proposed curriculum changes. Staffing and expenses will remain consistent with previous years.

Other Considerations

None

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2015-16		Fall Term, Year 2016-17		Fall Term, Year 2017-18	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
ACTUAL Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year						

Note: Students do not enroll in the Fundamentals of Machine Technology program. This program is a stackable credential within the Advanced Manufacturing Machine Technology program. Students enroll in Advanced Manufacturing Machine Technology and may choose to stop out after the first semester for a variety of reasons. The Fundamentals of Machine Technology certificate is a way to show potential employers that the applicant has learned skills in manufacturing.

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

Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)</i> ²						
Course Number and Name ³	L.O. #	Pre-Requisite	Credit Hours	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		

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

Semester 1						
MFG* H115 Safety in the Workplace	1		1			
MFG* H120 Metrology	2		3			
MFG* H124 Blueprint Reading I	3		2			
MFG* H153 Manufacturing Machinery Benchwork	1-5		2			
MFG* H177 Machine Technology Fundamentals	1-6		4			
MFG* H178 CNC Fundamentals	1-7		3			
MFT H5235 Manufacturing Math I	4		nc			
MFT H5236 Career Awareness/Development			nc			
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. Explain and use machine and shop safety protocols.
2. Use precision measuring devices to reliably and accurately measure parts.
3. Read and produce blueprints and technical drawings.
4. Apply machine shop math to set up manufacturing and inspection machines.
5. Use a process plan and tool list to machine and create parts for assembly using hand-tools, manual machines and/or CNC machines.
6. Set up and operate drill presses, saws, surface grinders, lathes, millers, CNC millers and/or CNC lathes to manufacture parts.
7. Use G and M code language, along with conversational machine programming, to check programs for CNC machinery.

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

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

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

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

Projected Program Revenues	Fall 2019	Fall 2020	Fall 2022
Tuition (do not include internal transfers) ¹	\$236,887	\$265,200	\$273,155
Program - specific program fees	\$49,680	\$54,000	\$54,000
Other revenue	\$151,762	\$151,762	\$151,762
Projected number of students (day and evening cohorts)	69	75	75
Total Estimated Program Revenue	\$438,329	\$470,962	\$478,917

¹ Tuition includes an estimated 3% increase per year

The tuition is based on the current cost of the AMTC program; it includes a new credit cost for metrology, which was previously non-credit.

Projected Program Expenditures	Fall 2019	Fall 2020	Fall 2021
Administration (Program Director) Salary ²	\$34,800	\$36,714	\$36,714
Administration (Program Director) Fringe 87%	\$30,276	\$31,941	\$31,941
Full-time Business & Industry Instructor Salaries ³	\$78,400	\$82,600	\$82,600
Full-time Business & Industry Instructor Salaries Fringe varies	\$60,165	\$63,474	\$63,474
Faculty (Part-time) Salaries (PTLs & NCLs) ⁴	\$44,000	\$46,500	\$46,500
Faculty (Part time) Fringe 69% (PTLs NCLs)	\$31,050	\$32,000	\$32,000
Support Staff (Educational Assistants)	\$23,450	\$24,740	\$24,740
Support Staff (Educational Assistants) Fringe 69%	\$16,170	\$17,070	\$17,070
Support Staff (Full -time) salaries	\$32,831	\$33,985	\$33,985
Support Staff (Full -time) Fringe varies	\$37,660	\$39,850	\$39,850
Equipment (state funded - BOR)	\$0	\$0	\$0
Estimated Indirect Costs (Program Operating Expenses)	\$17,500	\$17,500	\$17,500
Total Estimated Program Expenditures	\$406,302	\$426,373	\$426,373

² Administration salary and fringe percentage of time in direct support of Waterbury AMTC program (30%)

³ 12 month full time B&I instructors and support staff (35%)

⁴ PTL's contract pay per guidelines

Please note: Salaries reflect a 5.5% increase for fall 2020, no 4C's salary increases anticipated for fall 2021

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Teaching English to Speakers of Others Languages (CIP Code: 13.1401 / OHE # 00070) leading to a Master of Science degree; specifically both a name change and degree title change to Applied Linguistics leading to a Master of Arts degree, and curricular changes, at Central Connecticut State University.

A True Copy:

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

ITEM

Program modification of Teaching English to Speakers of Others Languages (TESOL) leading to a Master of Science degree, specifically both a name change and a degree title change to Applied Linguistics leading to a Master of Arts degree, and curricular changes, at Central Connecticut State University.

BACKGROUNDSummary

To reflect changes in the profession, the institution proposes a name change to highlight a more technical approach to language teacher training. This change is similar to that undertaken by leading programs in this field at other institutions. In order to grow program offerings and to reflect the slightly broader semantics of “Applied Linguistics,” Central proposes two tracks: (1) TESOL and (2) Language Policy and Planning. The program would retain the TESOL name for its primary track because the name is familiar to many of the potential students and the current TESOL program continues to draw substantial numbers of students as the impact of globalization on the state grows and as the population of non-native English speakers continues to increase in local schools and communities. The TESOL track remains unchanged. The new Language Policy and Planning track will prepare students for administrative roles in public, non-profit, and private institutions that operate across multilingual and socially complex contexts. This subfield of applied linguistics applies linguistic theory and modeling to the areas of institutional management, educational policy, law, and globalization. There are no new courses required to develop this track, one existing course will be modified. Other coursework for this interdisciplinary track will be drawn from existing linguistics, education policy, and political science offerings. Other changes in the proposed curriculum reflect updates to course numbering, titles, and descriptions.

Resources

The institution expects the program’s projected revenue to exceed projected expenditures in each of its first three years and to accumulate a profit of slightly more than \$100,000 during that time.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: CCSU	Date of Submission to CSCU Office of the Provost: April 26, 2019
Most Recent NEASC Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 13.1401 Title of CIP Code Teaching English as a Second or Foreign Language/ESL Language Instructor Name of Program: Teaching English to Speakers of Other Languages (TESOL) Degree: Title of Award (e.g. Master of Arts) Master of Science Certificate: (specify type and level) Date Program was Initiated: 1960s or 70s 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): 36	Original Program Credit Distribution # Cr in Program Core Courses: 24 # Cr of Electives in the Field: 9 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 36</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 36
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) X Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Applied Linguistics Degree: Title of Award (e.g. Master of Arts) Master of Arts Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2020 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): 30-36 Other: Proposing two tracks: Teaching English to Speakers of Other Languages (TESOL) and Language Policy and Planning (LPP)	Modified Program Credit Distribution # Cr in Program Core Courses: 15 # Cr of Electives in the Field: 12-18 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 30-36</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30-36
*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.	

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

Notes regarding Application: Log of Steps Toward Approval: Date of Approval:

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

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

Program Discontinued: n/a CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Dr. Matthew Ciscel Title: Professor Tel.: 860-832-2749 e- mail: ciscelm@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

The TESOL and applied linguistics program at CCSU was founded in 1972 following the 1968 Bilingual Education Act that identified English learners as a group requiring specific educational services. Since then, we have served the State as one of the most robust programs for preparing professional teachers in this field. Compared to other TESOL Master's programs, ours has long had a comparatively thorough theoretical base (more linguistic, cognitive, and social theory), giving our students and alumni the skills to serve the English learner population in Connecticut and to adjust their skills as this population grows and as the profession develops.

Because of gradual changes in the profession and our traditional leading role in the State in this field, we have decided (and the CCSU curricular process has fully approved) to change our program name to Applied Linguistics, which is a term that overlaps considerably with TESOL but also highlights a more technical and theoretical approach to language teacher training than one finds in many programs called TESOL. Similar (and similarly named) programs exist at Columbia University (Teacher's College) in New York, Boston University, and the University of Massachusetts in Boston, among others. This change would help align our program with these quality programs in the region, rather than with less theoretical programs (usually named TESOL) at other institutions.

In order to grow our program offerings and to reflect the slightly broader semantics of "Applied Linguistics," we propose two tracks: (1) TESOL and (2) language policy and planning (LPP). We retain the TESOL name for our primary track because the name is familiar to many of our potential students. Further, our current TESOL program continues to draw substantial numbers of students as the impact of globalization (in all its forms) on our State grows and as [the population of non-native English speakers continues to increase](#) in local schools and communities. The TESOL track remains unchanged in its required courses (36 credits) and focus on preparing TESOL teachers.

We propose the language policy and planning (LPP) track—which will be unique in Connecticut—to address a gap in policy and administrative understanding of applied linguistic issues in the State and across the United States. This subfield of applied linguistics applies linguistic theory and modeling to the areas of institutional management, educational policy, law, and globalization. The LPP track will prepare students for administrative roles in public, non-profit, and private institutions that operate across multilingual and socially complex contexts. Like the existing interdisciplinary program in International

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

Studies at CCSU, this track in the Applied Linguistics MA will require 30 credits, including a thesis, which will demonstrate student skills in research and policy-making. Aside from splitting one existing course (LING 515, Intro to Sociolinguistics) into two courses (the core LING 515, Language Policy and Planning, and an irregularly offered elective LING 516 Variation and Discourse), there are no new courses required to develop this track. Instead, coursework is drawn from existing LING, education policy, and political science offerings. Other changes in the proposed curriculum reflect updates to course numbering, titles, and descriptions.

The new track in LPP will provide a specialized path for those who plan to work productively with English-language learner populations and in organizations with a global orientation. The LPP track will appeal to school administrators, government policy makers, students aspiring to jobs in international organizations, and managers from multinational enterprises.

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*)

According to the [National Center for Education Statistics](#), between 2006-07 and 2016-2017, the number of K-12 students in CT declined by 7.4%, but the number of English Language Learners increased by 1.2%. As of 2016-2017, thirteen school districts in Connecticut reported that more than 10% of their students had limited English skills. Within the Top 5 districts were Hartford (18.6%) and New Britain (15.5%). Given CCSU's location, training local teachers and administrators to have a strong theoretical basis in teaching learners of other languages would benefit two CT school districts in greatest need.

The State of Connecticut has been identified recently by several measures for having [one of the worst achievement gaps](#) in the US between native and non-native speakers of English in our public school systems. Thus, we have an opportunity—and an obligation—to nurture and realize the educational and workforce potential of a growing demographic in the State (English learners or emergent bilinguals). Our TESOL program has long aimed to address this need by training ESOL teachers both in classroom strategies and in the foundations of multilingualism, second language acquisition theory, and the structure and function of human language. The modifications proposed here will improve the quality of our program by adding a policy-focused track to our already excellent teacher-training track.

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

CCSU is well situated to grow its applied linguistics program because it is already the strongest such program in the State, being the only public institution in CT that offers initial TESOL teacher certification for public schools (post-bacc) alongside a rigorous Master's program. In addition, we have a core of four tenure-track faculty in applied linguistics, plus five full-time faculty working in related fields in other departments (Modern Languages, Literacy Instruction, Psychological Science, and Educational Policy Studies). In addition, CCSU's element of distinction for international education and Master's program in International Studies provide opportunities for convergent events and shared resources.

- 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*) n/a
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided.

No other CSCU campus has an applied linguistics program similar to the one proposed here. SCSU does have a Master's program in TESOL that is considerably more focused on classroom strategies. No other institution has a program that provides initial State teacher certification in TESOL nor an applied linguistics focus with a track in LPP.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

The TESOL track will continue to produce well-trained teachers of English to emergent bilinguals. When these graduates have or obtain State teacher certification, they are hired quickly, [since this is a high-need and growing teaching area in Connecticut school districts](#). Others find employment teaching ESOL in higher education, adult education programs, private language schools, and in teaching positions literally all over the world. The LPP track will appeal to school administrators, government policy makers, students aspiring to jobs in international organizations, and managers from multinational [enterprises of all sorts](#). Positions in this area are available, for example, at the United Nations in NY, the Center for Applied Linguistics in Washington, DC, and [many other locations](#) around the world. In addition, this specialization would benefit school principals, district administrators, and others who make policies that impact educational practice.

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

The modification has two parts. The first is the change in title and program type. The existing MS in TESOL will become an MA in Applied Linguistics. These two terms (TESOL vs ApplLing) are broadly recognized as overlapping considerably in our field, with some such programs called TESOL and some ApplLing, but the latter is often viewed as slightly more technical and theoretical. The second is the creation of a two-track system in the degree, with the TESOL track involving no significant modification from the existing program and a new Language Policy and Planning (LPP) track being added. The LPP track involves only moderate modification because it will still share 15 core credits and three (out of four) learning outcomes with the TESOL track. Beyond that core, students in the LPP track will take 15 credits of courses focused on sociolinguistics, educational policy, and social and legal theory, leading to a thesis capstone project. Aside from one new graduate course (dividing our LING 515 into 515 and 516, as described above), the courses in this track will be drawn from existing courses in Linguistics, Educational Policy Studies, and International Studies.

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

No new resources are needed for this modification. If the new program attracts substantial numbers of new students, adjunct faculty (drawn most likely from our outstanding Master's alumni) might be hired to cover one or two undergraduate survey linguistics courses. However, if enrollments track in the manner we expect them to (as indicated in the pro forma budget below), we have the capacity to absorb expected enrollment without requiring additional resources.

Other Considerations

none

Previous Three Years Enrollment and Completion for the Program being Modified

These numbers do not include the handful of students each in our post-bacc teacher certification program (GradCert) and graduate short certificate program (OCP) each semester, some of whom will re-enroll in the MS-TESOL once finished with their current program.

ACTUAL Enrollment	Fall Term, Year __16__		Fall Term, Year __17__		Fall Term, Year __18__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	1	5	2	8	1	2
Returning Students	15	17	7	13	4	12
ACTUAL Headcount Enrollment	16	22	9	21	5	14
Fall FTE accounted for by Program Majors	28		22		14	
Size of Credentialed Group(s) for Given Year	38		30		19	

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

Course and Capstone Requirements:

This program offers two tracks: TESOL or LPP. For the capstone, the TESOL track allows two options, Plan A (36 credits, including a thesis) or Plan B (36 credits, plus a comprehensive examination), while the LPP track allows only one option, Plan A (30 credits, including a thesis).

Applied Linguistics Core (required for either track)

LING 500 Linguistic Analysis	3
LING 507 L2 Acquisition Theory	3
LING 512 Syntactic Theory	3
LING 513 Phonological Theory	3
LING 515 Language Policy and Planning	3
Total Credit Hours:	15

Track in Teaching English to Speakers of Other Languages (TESOL)

Students must complete the Applied Linguistics Core, plus another 21 credits, including:

LING 506 Methods in TESOL I	3
LING 535 L2 Testing	3
LING 596 Methods in TESOL II	3
LING 598 Research in Applied Ling	3
Total Credit Hours:	12

One TESOL Elective, from the following:

LING 514 Variation and Discourse	3
LING 530 Topics in Applied Linguistics	3
LING 531 English Historical Linguistics	3
LING 533 L2 Composition	3
LING 537 Adv Issues in Multilingualism	3
LING 538 Methods in L2 Content	3
LING 550 Internship in Applied Linguistics	3
LLA 515 Literacy Instruction for the EL	3
Total Credit Hours:	3

One Education Elective, from the following:

EPS 500 Contemporary Educational Issues	3
EPS 516 School and Society	3

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

EPS 524 Foundations of Contemporary Theories of Curriculum	3
EPS 525 History of American Education	3
EPS 528 Comparative and International Education	3
EPS 538 The Politics of Education	3
EPS 583 Sociological Foundations of Education	3
Total Credit Hours:	3

Capstone, either Plan A or Plan B, as follows:

LING 599 Thesis	3
or	
Comprehensive Exam	
and	
One additional TESOL Elective course, or as approved by advisor	3
Total Credit Hours:	3

Track in Language Policy and Planning (LPP)

Students must complete the Applied Linguistics Core, plus another 15 credits, including TWO LPP electives from the following:

LING 506	Methods in TESOL I	3
LING 514	Variation and Discourse	3
LING 530	Topics in Applied Linguistics	3
LING 531	English Historical Linguistics	3
LING 537	Adv Issues in Multilingualism	3
LING 550	Internship in Applied Ling	3
Total Credit Hours:		6

Plus, one general policy elective from the following (or as approved by the advisor):

EPS 525	History of American Education	3
EPS 528	Comparative and International Education	3
EPS 538	The Politics of Education	3
EPS 583	Sociological Foundations of Education	3
PS 501	Adv Studies in International Law	3

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

Total Credit Hours: 3

Capstone (Plan A only), as follows:

LING 598 Research in Applied Linguistics 3

LING 599 Thesis 3

Total Credit Hours: 6

Additional Information (for both tracks)

All planned programs and course sequences should be approved by a TESOL advisor prior to registration. Degree candidates must file a planned program before completing 16 credits of graduate course work.

Students in the TESOL track may elect Plan A only with the approval of an advisor and second reader in the program. Plan A students take LING 598 first and then LING 599 while writing the thesis. The Graduate Studies Office provides a useful Handbook about Thesis preparation and formatting.

Plan B students take one additional elective course from the TESOL Elective list above. Comprehensive Exams involve five questions, which are scored up to 20 points each. A student must earn a minimum of 80 points total on the five questions in order to pass the exam. If a student fails, the entire exam must be retaken. The exam is offered only twice per year and can be attempted only three times.

It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty will recommend various remedies for any candidate whose proficiency in Standard English is deemed deficient.

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		
LING 500 Ling Analysis	1	n/a	3	LING 506 Methods in TESOL I	3	3
LING 507 Sec Lang Acquisition Theory	2	n/a	3	LING 535 Sec Lang Testing	4	3
LING 512 Syntactic Theory	1	LING500	3	LING 596 Methods in TESOL II	4	3
LING 513 Phonological Theory	1	LING500	3	LING 598 Research in App Ling	5	3
LING 515 Language Policy and Planning	3	n/a	3			
Core Course Prerequisites				Elective Courses in the Field		

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

n/a		See TESOL track listing above	4	3
		See LPP track listing above	5	3
Total Other Credits Required to Issue Modified Credential				

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

1. Analyze and interpret linguistic phenomena using current linguistic theory
2. Analyze and interpret linguistic phenomena using current theory of second language acquisition
3. Produce effective materials relevant to the practice of applied linguistics (lesson plans and/or policy position papers)
4. TESOL track: Design, implement, and assess lessons and curricula in TESOL using best practices
5. LPP track: Design, implement, and assess institutional language policies based on current research and theory
- 6.
- 7.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below: Summary: NO NEW RESOURCES

¹We expect modest, but steady increases in enrollments over the next 3 years. We anticipate 6 FT and 16 PT students in Fall 2020; 8 FT and 20 PT students in Fall 2021; and 11 FT and 23 PT students in Fall 2022.

²Tuition reflects 2018-19 current tuition costs for in-state CT residents (\$5917.50 per semester); it does not include any other general, online or university fees nor assumes tuition increases for 2019-22. We estimate that our part-time students will take, on average, 5 credits each Fall. Values reflect the incremental increase in tuition with the expected enrollment growth described above.

³A faculty member administers the program and receives 3 credits of reassignment per semester. The cost reflects 12.5% of the faculty member's base salary plus 71% in estimated fringe. Further, the increase across 3 years reflects the 3.7% contractual increase in salary through AY2020 as reflected in Articles 12.3 and 12.4 of the AAUP Contract.

⁴Currently, full-time faculty teach 45 credits per academic year within the program. Across the next 3 years, we expect the number of credits offered by full-time faculty to remain the same. We scaled the salary of each faculty member teaching in the program to the number of credits they teach and divided by 2 to obtain the Fall semester cost. Further, we scaled salary further because courses taught within the program are taken by students outside of the program. In Fall 2018, 105 student credit hours were generated by students enrolled in the program. However, the faculty taught 231 total student credit hours in program courses. Thus, the true cost of faculty teaching within the program was scaled to the student credit hours expected for program candidates as a function of total student credit hours expected. The scaling rates projected for the next 3 years are .50, .57, and .61, respectively. We estimated fringe at 71% of base salary for long-

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

standing faculty members at 55% for mid-career faculty, and 45% for early-career faculty members (post 2011). The increase across years also factors in a 3.7% change in salary through AY2020 as reflected in Articles 12.3 and 12.4 of the AAUP Contract. (Note: Faculty members teaching within the program and/or their ranks may change within 3 years.)

⁵The Department Secretary clerically supports the operations of the MS program. We estimate that 5% of her time is spent in direct support. The estimates below include 5% of base salary and fringe (found at transparency.ct.gov) and the increases reflect the 3.5% expected contractual increases set to take place in July 2019.

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

PROJECTED Program Revenue¹	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers) ²	\$ 103,816	\$ 133,868	\$ 168,701
Program-Specific Fees	\$ -	\$ -	\$ -
Other Revenue (Annotate in narrative)	\$ -	\$ -	\$ -
Total Estimated Program Revenue	\$ 103,816	\$ 133,868	\$ 168,701

PROJECTED Program Expenditures*	Fall 2019	Fall 2020	Fall 2021
Administration (Chair or Coordinator) ³	\$ 18,770	\$ 18,770	\$ 18,770
Faculty (Full-time, total for program) ⁴	\$ 73,595	\$ 73,595	\$ 79,112
Faculty (Part-time, total for program)	\$ -	\$ -	\$ -
Support Staff ⁵	\$ 1,936	\$ 2,003	\$ 2,003
Library Resources Program	\$ -	\$ -	\$ -
Equipment (List as needed)	\$ -	\$ -	\$ -
Other (e.g. student services)	\$ -	\$ -	\$ -
Estimated Indirect Costs (e.g. student services, operations, maintenance)	\$ -	\$ -	\$ -
Total Estimated Program Expenditures	\$ 94,301	\$ 94,368	\$ 99,885

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – MSN Advanced Practice (CIP Code: 51.3803 / OHE # 01902) leading to a Master of Science degree, specifically the addition of a degree option entitled Psychiatric Mental Health Practitioner, at Western Connecticut State University.

A True Copy:

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

ITEM

Program modification - addition of a degree option entitled Psychiatric Mental Health Practitioner to the MSN Advanced Practice program leading to a Master of Science degree, at Western Connecticut State University.

BACKGROUNDSummary

The MSN Advanced Practice program currently offers two degree options - Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. The institution cites the state's workforce needs for practitioners in psychiatry and mental health as identified by the National Alliance for Mental Illness and recent JobsEQ projection of a growth in demand for Nurse Practitioners with a psychiatric focus. A review of jobs databases in Connecticut shows over 50 open positions on July 24, 2019 and JobsEQ also notes that the number of degrees awarded in this field in the state is below the national norm resulting in an unmet demand for this expertise. The institution also noted the absence of graduate level programs in the western region of the state that could prepare practicing nurses to sit for certification as a Psychiatric Mental Health Nurse Practitioner (PMHNP). Three private universities offer preparation for the PMHNP in other regions.

Resources

The institution declares there will be no incremental expenditures during the first year of the additional degree option and that over the course of the first three years, the degree option's projected revenue will exceed its projected expenditures by more than \$250,000.

RECOMMENDATION

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

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: August 28, 2019
Most Recent NECHE Institutional Accreditation Action and Date: June 4, 2014, 5 year Interim Report: August, 15, 2018	
Original Program Characteristics CIP Code No. 51.3803 Title of CIP Code: Nursing Practice Name of Program: MSN Advanced Practice: Adult Gerontology Nurse Practitioner Option Degree: Master of Science Stand-Alone Certificate: <i>(specify type and level)</i> N/A Date Program was Initiated: 1986 OHE#: 01902 Modality of Program: x Combined If "Combined", % of fully online courses? 45% Locality of Program: On Campus Off Campus x Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 24 credits in didactic courses in online and on ground formats. # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements <i>(include internship, etc.):</i> 17 credits of supervised clinical experiences <u>Total # Cr in the Program</u> <i>(sum of all #Cr above):</i> 41
Type of Program Modification Approval Being Sought: Significant Modification of Courses/Course Substitutions: New option in an existing graduate program.	
Modified Program Characteristics Name of Program: MSN in Advanced Practice: Psychiatric Mental Health Nurse Practitioner Option Degree: Master of Science Certificate ¹ : <i>(specify type and level)</i> N/A Program Initiation Date: Fall 2020 Modality of Program: x Combined If "Combined", % of fully online courses? 45% Locality of Program: On Campus Off Campus X Both The program is delivered through WCSU's main campus, but there are many clinical sites.	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 30 credits in didactic courses in online and on ground formats. # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements <i>(include internship, etc.):</i> 17 credits of supervised clinical experiences <u>Total # Cr in the Program</u> <i>(sum of all #Cr above):</i> 47 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 27
Total Number of courses and course credits to be modified by this application: 6 courses, 20 credits	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): N/A	
Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: CCNE 2023 If program prepares graduates eligibility to state/professional license, please identify: Psychiatric Mental Health Nurse Practitioner (PMNHP) according to standards of American Nursing Credentialing Center (ANCC)	

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
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Institutional Contact for this Proposal:

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Institution's Unit School of Professional Studies, Department of Nursing Western Connecticut State University Main Campus.

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

Background and Rationale

Currently WCSU offers the Master of Science (M.S.) in Nursing, which prepares nurses for leadership positions in the nursing practice. The program requires completion of 41 credits of specialized professional course work, with courses organized into three components:

- a foundational core (theory, issues, research, foundations of practice)
- a role component specific to the selected role
- a role support component that provides a concentrated practicum experience in the selected role

Students may prepare for either the Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. All students complete a sequence of clinical and role component courses, including a minimum of 500 hours of clinical practicum experiences under the guidance of a preceptor, and an evidenced-based research project. Upon completion of the program, students are eligible to take the certification examination for their chosen role.

WCSU is proposing to add a third option: Psychiatric Mental Health Nurse Practitioner.

The Psychiatric Mental Health Nurse Practitioner program is designed to prepare students for the role of advanced practice nurse able to deliver care to individuals and families across the lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Emphasis is placed on assessment, diagnosis and treatment, including medication management, psychotherapies, promotion of mental health, and prevention of psychiatric disorders. Clinical experiences are designed to synthesize and integrate psychopathology, psychosocial and psychiatric nursing knowledge in delivery of care to individuals and families across the lifespan, from diverse cultural/ethnic backgrounds, in a variety of settings, and suffering from or at risk for developing psychiatric disorders or mental health problems. Graduates are eligible to take the American Nursing Credentialing Center (ANCC) exam for certification as Psychiatric Mental Health Nurse Practitioner (PMHNP) and apply for license as advanced practice nurse.

The program is designed for part-time study, with courses offered in the evening and online to meet the needs of working nurses. This new option will allow WCSU to expand opportunities for our students, while meeting the workforce needs described below.

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

According to National Alliance for Mental Illness (NAMI, 2016), the population of the United States will continue to experience mental health needs. Specifically, access to mental health depends in part on the overall number of practicing highly qualified mental health providers. PMHNPs will be a vital part of the required workforce, since they can help address increased demand for mental health services. In addition, as shortages of physicians become more acute, demand for NPs rises (Health Resources and Services Administration, 2016; National Council for Behavioral Health, 2017). For example, most NPs -- 89 percent, according to the American Association of Nurse Practitioners (AANP, 2013) -- practice in primary care, which includes pediatrics, adult and family medicine, gerontology and women's health. Only 2.9 percent practice in psychiatry and mental health (AANP, 2013) yet the demand for mental health workers, more specifically PMHNPs, continues to increase, which supports the need for this track. Given the national opioid crisis, impending shortage of psychiatric providers, and growing mental health needs of our nation, it is imperative to build a stronger workforce of psychiatric-mental health providers such as PMHNP.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

In the state of Connecticut, three universities prepare PMHNPs to sit for certification and obtain an APRN license as a PMHNP: Fairfield University, University of Saint Joseph, and Yale University (APNA, 2017; Connecticut League of Nursing [CLN], n.d.). From a geographical point of view, we do not have a program to prepare PMHNPs in this part of CT, nor the eastern part of NY state, such as Westchester, Putnam, Dutchess, and Rockland counties. WCSU will fill this gap, offering a much-needed public university option.

In addition, frequently RN-BS students inquire where they can complete a PMHNP program and we refer them to one of three programs away from Danbury. Offering this program will meet that need and improve WCSU's ability to retain WCSU graduates and attract new candidates to our graduate degrees in Nursing.

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?

WCSU has a long history of combining liberal arts foundations with professional education programs that benefit the communities in the surrounding area. We are already widely recognized for providing outstanding nursing education our most recent re-accreditation from CCNE was entirely positive. In recent years, we have invested in our simulation labs, built new partnerships for clinical placements, and moved much of the degree completion and graduate programs into hybrid formats to support the working adults enrolled in our programs. Our partnership with SCSU in offering the Ed.D. in Nursing Education has helped to prepare Connecticut's Nurse Educators, filling an important workforce gap in the nursing pipeline.

Technology resources include an instructional design coordinator who is employed by the School of Professional Studies and is available to students and faculty to facilitate consistent and positive online learning experiences. Recent updates and expansion of WCSU nursing simulation labs included the hiring of a full-time laboratory coordinator to support to state of the art teaching and learning tools, and facilitate the development of unique simulation experiences for all nursing students. Our highly qualified faculty are able to support this new option at current staffing levels.

This PMHNP option degree grows out of our expertise in nursing education and aligns with WCSU's emerging focus on mental health and trauma. Our recent launch of the MS in Addiction Studies and our long standing MS in Counseling all converge around the issues that arise from substance abuse and trauma. Adding a focus on psychiatric nursing addresses regional and national needs, and allows us to create a collaborative cluster of scholars at WCSU to advance research in this area.

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

No new transfer agreements are proposed at this time. WCSU already has a robust RN to BS in Nursing program and specific articulations with NVCC and NCC for degree completion. TAP allows for easy transfer into that program from all Community College nursing programs.

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

No other CSCU institution offers this option.

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

The most recent report from JobsEQ projects a growth in demand for Nurse Practitioners in Connecticut at a rate of 2.4% per year over the next seven years, which translates to approximately 400 new jobs. Taking a regional view, the growth rate is 2.9%. Narrowing the focus to just Nurse Practitioners with a psychiatric focus, the projections for growth are lower (flat to 1% per year), but a review of jobs databases in Connecticut shows over 50 open positions on July 24, 2019. **JobsEQ also notes that number of degrees awarded in CT is below the national norm (87% of national norm) resulting in an unmet demand for this expertise in the region.** We

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

anticipate that this area will continue to grow as the region grapples with providing adequate treatment for the growing need for treatment options for substance abuse and behavioral disorders.

Graduates of this proposed program are projected to find employment in a variety of settings, such as:

- local and national inpatient hospitals-psychiatry departments,
- outpatient-community based mental health centers/clinics,
- nursing homes-geropsychiatry,
- private practice,
- school based clinics, and
- specialty outpatient centers/clinics e.g. as substance use, neurology, forensic, or employee assistance programs.

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

Current/Original Program	New program line/Modification
NUR501 Theoretical Basis of Nursing Practice	NUR501 Theoretical Basis of Nursing Practice
NUR502 Contemporary Issues in Health Care Delivery	NUR502 Contemporary Issues in Health Care Delivery
NUR504 Evidence Based Nursing Research	NUR504 Evidence Based Nursing Research
NU 511 Foundations of Clinical Nursing Practice	NU 511 Foundations of Clinical Nursing Practice
NUR515 Advanced Pathophysiology	NUR515 Advanced Pathophysiology
	NEW: NUR5XX Psychopathology
NUR570 Advanced Clinical Pharmacology	NUR570 Advanced Clinical Pharmacology
	NEW: NUR5XX Psychopharmacology
NUR575 Advanced Health Assessment	NUR575 Advanced Health Assessment
NUR580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations	NEW: NUR5XX The Advanced Nursing Management of the Psychiatric Mental Health Conditions Across Lifespan Populations-Therapeutic Modalities I
NUR582 The Adult-Gerontology Primary Care Nurse Practitioner Management of Acutely Ill Adult Populations	NEW: NUR5XX The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations
NUR585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations	NEW: NUR5XX The Advanced Nursing Management of the Psychiatric Mental Health Conditions- Groups and Families-Therapeutic Modalities II
NUR588 The Adult-Gerontology Primary Care Nurse Practitioner Management of the: Chronically Ill Populations	NEW: NUR5XX The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families
NUR590-Professional Role of the Advanced Practice Nurse	NUR 590-Professional Role of the Advanced Practice Nurse

Description of Related Modification

The PMHNP program includes two new didactic courses – Psychopharmacology and Psychopathology, **which are required by accrediting bodies for practice**. Additionally, the clinical placements for the PMHNP focus on the mental health component of advanced practice care. These placements constitute new course numbers and descriptions, but are replications of the existing curriculum in the already approved advanced practice MS. The new courses have been approved through faculty governance, and their development was supported by summer curriculum grants. Course descriptions are included below.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

COURSE DESCRIPTIONS FOR NEW COURSES

NUR 51(x6) Psychopathology 3 SH

This course provides foundation for understanding psychopathology of psychiatric disorders or mental health problems from various perspectives as it applies to nursing assessment, diagnosis, interventions, and evaluation of outcomes. Theoretical base of psychopathology will be explored according to the current diagnostic criteria. Prerequisite: NUR 515, 570, 575 or permission of the nursing department chair.

NUR 57(x1) Psychopharmacology 3 SH

This course focuses on psychopharmacology principles, mechanism of action and selection of pharmaceutical agents in treatment of psychiatric disorders or mental health problems. Emphasis is on neurobiology, the biologic actions of psychotropic drugs and identifying how medications can induce brain chemistry, mood, and behavior. Prerequisite: NUR 515, 570, 575 or permission of the nursing department chair.

NUR 58(x1) The Advanced Nursing Management of Psychiatric Mental Health Conditions Across Lifespan Populations-Therapeutic Modalities I 2 SH

This is an introduction to and the development of nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Emphasis is on the development of therapeutic relationship through examination of selected psychotherapeutic treatment modalities and application of psychopharmacology in psychotherapy. Prerequisite: NUR 501, 504, 511, 515, 51(x6), 570, 57(x1), 575; Co-requisite: NUR 58(x4).

NUR 58(x4) The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations (180 clinical hours) 5 SH

This course develops and refines the nursing expertise in assessment, diagnosis, treatment, and integration of psychopharmacology with selected psychotherapy treatment modalities in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Prerequisite: NUR 501, 504, 511, 515, 51(x6), 570, 57(x1), 575; Co-requisite: NUR 58(x1).

NUR 58(x6) The Advanced Nursing Management of the Psychiatric Mental Health Conditions Groups and Families Across-Treatment Modalities II 2 SH

This course explores the development of nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across lifespan at risk for developing and/or having diagnosis of psychiatric disorders or mental health problems with an emphasis on the examination of group and family therapy. Prerequisite: NUR 501, 504, 511, 515, 51(x6), 570, 57(x1), 575, 58(x1), 58(x4); Co-requisite: NUR 58(x9).

NUR 58(x9) The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families (180 clinical hours) 5 SH

This course further develops nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Emphasis is on the examination of group and family therapy approaches, and application of psychopharmacology. Prerequisite: NUR 501, 504, 511, 515, 51(x6), 570, 57(x1), 575, 58(x1), 58(x4); Co-requisite: NUR 58(x6)

Description of Resources Needed

Current nursing faculty are sufficient for classroom teaching, seminars, and clinical indirect supervision. The faculty/graduate student ratio for indirect clinical supervision will be 1 to 6 or less. The NP coordinator and PMHNP faculty will monitor progress through site visits and written communication. Faculty will coordinate clinical site visits throughout the semester and meet frequently with students and preceptors. No new equipment is required.

Other Considerations Recruitment for this new option will include attending regional nursing conferences, developing brochures, and direct recruitment to healthcare facilities. We currently have a robust list of interested students.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Previous Three Years Enrollment and Completion for the Program being Modified
MSN: Advanced Practice Gerontology Option

ACTUAL Enrollment	Fall Term, Year <u>2016</u>		Fall Term, Year 2017		Fall Term, Year <u>2018</u>	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students		14		18		8
Returning Students		34		34		55
ACTUAL Headcount Enrollment	0	48	0	52	0*	63
Fall FTE accounted for by Program Majors	21.75		23.08		23.92	
Size of Credentialed Group(s) for Given Year	19		22		0	

*This program currently operates on a three-semester rotation, with timelines that do not conform to standard fall and spring admission dates. The next group will graduate in December.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Course Number and Name *COURSES WILL BE OFFERED ONLINE	L.O. # ²	Pre-Requisite	Cr Hrs.
CORE COURSES (11 S.H.)			
NUR501 Theoretical Basis of Nursing Practice*	1		3
NUR502 Contemporary Issues in Health Care Delivery*	5,6		2
NUR504 Evidenced Based Nursing Research	1		3
NUR511 Foundations of Clinical Nursing Practice	5,6		3
ROLE: PSYCHIATRIC MENTAL HEALTH COURSES (29 S.H.)			
NUR515 Advanced Pathophysiology*	1,2,3,7		3
New: NUR5XX Psychopathology*	1,2,3,7		3
New: NUR570 Advanced Clinical Pharmacology*	1,2,3,7		3
New: NUR5XX Psychopharmacology*	1,2,3,7		3
NUR575 Advanced Health Assessment	1,2,3,7		3
New: NUR5XX Advanced Nursing Management of the Psychiatric Mental Health Conditions Across Lifespan Populations-Therapeutic Modalities I	2,3,4	NUR501,502,504, 511	2
New: NUR5XX The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations (180 CH)	2,3,4	NUR501,502,504, 511	5
New: NUR5XX Advanced Nursing Management of the Psychiatric Mental Health Conditions Groups and Families-Therapeutic Modalities II	2,3,4	NUR501,502,504, 511	2
New: NUR5XX The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families (180 CH)	2,3,4	NUR501,502,504, 511	5
ROLE SUPPORT (7 S.H.)			
NUR590 Professional Role Enactment (180 C.H.)	5,6		7
Core Course Prerequisites: Admission to the program			
Special requirements: <i>Clinical hours:</i> In accordance with AACN, the Masters of Science in Nursing-Psychiatric Mental Health Nurse Practitioner students need to have a minimum of 500 hours post-baccalaureate supervised clinical practice hours to achieve competencies. Students will complete the number of hours over three courses to have a total of 540 hours. Clinical hours will be direct clinical hours with direct supervision with PMHNP, APRN, MD, and clinical oversight will be monitored and evaluated by faculty who are board certified PMHNP's.			

² From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

STUDENT LEARNING OUTCOMES

PMHNP Learning outcomes

Working with individuals and groups, the graduate of the master's in nursing program will

1. Use evidence-based nursing interventions to generate research for the purpose of expanding nursing science.
2. Demonstrate expertise in the provision of care to individuals and groups from diverse backgrounds across the health spectrum.
3. Function in a variety of roles collaborating with other disciplines in the attainment of improved patient care and outcomes.
4. Continuously evaluate their nursing practice in relation to professional standards and assume accountability for practice.
5. Demonstrate comprehensive knowledge of policy formulation and how it impacts nursing practice and health care delivery.
6. Analyze ethical issues as they affect communities, society, the health professions, and their own practice.
7. Use technologies to integrate and support safe nursing practice, promote health information communication, teach patients and families, manage knowledge and mitigate errors.

Program Assessment and Evaluation

The PMHNP curriculum was aligned according to competencies with four organizations:

1. WCSU DON Masters of Nursing Program Outcomes
2. American Association of Colleges of Nursing Master's Essentials (2012),
3. Quality and Safety of Nursing Education (QSEN) Competencies (2012)
4. National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies Curriculum Content (NONPF, 2017).

Students will be graded using the standard graduate nursing program grade distribution from Western Connecticut State University. Students must maintain a grade of a B or better to pass a course. Course syllabi are the formal documents for student to be informed of their assignments, grading practice and grading rubrics. Evaluations for each course can be formative, summative or a combination.

Clinical evaluations will be completed by both the preceptors and the faculty. A student evaluation tool will be used by the preceptors at both the midterm and the end-of-semester for evaluation of the student. Preceptors will also provide the students with their feedback. All grading of clinical is completed by the faculty. Remediation plans are to be utilized by the faculty in conjunction with the preceptor. Student evaluation forms of the preceptor and clinical site will be completed by the student at the end of the semester and faculty will complete an overall clinical site evaluation of each clinical site at the end of each semester. Faculty members will have contact with the preceptors throughout the semester and if possible, onsite visits of clinical sites will be made by faculty. Results on the certification exam will serve as an external assessment of this program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

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

INCREMENTAL PROFORMA

PROJECTED Program Revenue	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers)	\$61,396	\$139,152	\$223,680
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$61,396	\$139,152	\$223,680

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)	0	\$39,982	\$34,895
Faculty (Part-time, total for program)	0	0	\$47,034
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)		11,556	26,673
Total Estimated Program Expenditures	\$0	\$51,538	\$108,602

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

Explanation of the Budget Presented:

1. With recent changes in enrollment patterns in the RN-BSN programs, we have the capacity to reassign faculty to these courses without increasing our full-time staffing and with minimal additional part-time hours.
2. Our existing MSN Program Coordinator will oversee this option. No additional reassigned time is required.
3. This additional revenue represents the total generated by anticipated enrollments, but much of this will go toward courses already running. There are seats available in the existing MSN: Advanced Practice Degree. The program expenditures reflect the shift in the full-time faculty course assignments to the new curriculum and the additional part-time faculty required for supervision in clinical settings.
4. Indirect costs are calculated based on the federal grant guidelines. No specific investments are expected at this time, but these figures provide room for budgeting for additional support services as needed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Doctor of Nursing Practice program (CIP Code: 51.3818) leading to a Doctor of Nursing Practice degree, requiring 40 course credits delivered via an online modality, at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Doctor of Nursing Practice (DNP) degree at Western Connecticut State University

BACKGROUNDSummary

The referenced program will advance the clinical competence, scholarship, and research of advanced practice nursing graduates to serve both the public and the nursing profession. Evidence-based practice, diversity, cultural competence, and caring environment are emphasized throughout. Graduates of the DNP degree will be prepared to engage communities and partner within healthcare systems to address social, economic, and cultural healthcare disparities that create barriers and prevent advancement of ideal healthcare practices.

Rationale

Western currently offers an Ed.D in Nursing Education in partnership with Southern Connecticut State University, and undergraduate and masters' programs in nursing. The proposed program will primarily use existing nursing faculty. Nearly every faculty member within the nursing department has an earned doctorate degree and will be qualified to teach courses within this program. The DNP is a terminal degree currently focused towards graduate nursing students within a practice discipline involving nurse practitioners or clinical nurse specialist degree so supervision of clinical practice will require faculty with APRN (ANP/CNS) degree certifications from an accrediting body that are educated at the doctorate level. Seven full-time faculty currently have this certification.

The Connecticut League for Nursing has published a workforce survey report that showed the percentage of nurses with doctorates only amounted to 0.9% out of the respondents. A report on full-time and part-time nursing faculty showed that only 48% of nursing faculty teaching in academic institutions in Connecticut had earned a doctorate. This report is concerning because entry-level faculty positions usually require doctorate degrees to teach in nursing. According to Jobs EQ, the need for nursing faculty in Connecticut to increase by 3.4% and in the larger region (NY, NJ, PA, and CT) that number is at 2.5% over the next 7 years. According to the US Bureau of Labor Statistics job outlook for advanced practice nursing is expected to grow nationally from 2014 to 2024 by 31%, which is much faster than average for all occupations.

Resources

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program. It is anticipated that the program will generate approximately \$50,000 by the end of year three.

RECOMMENDATION

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

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 8/28/2019
Most Recent NECHE Institutional Accreditation Action and Date: June 4, 2014, 5-year Interim Report: August 15, 2018	
Program Characteristics Name of Program: Doctor of Nursing Practice Degree: Title of Award (<i>e.g. Master of Arts</i>) DNP Degree Certificate: (<i>specify type and level</i>) Stand-Alone Certificate: (<i>specify type and level</i>) Anticipated Program Initiation Date: Fall 2020 Anticipated Date of First Graduation: May 2022 Modality of Program: x Online Locality of Program: Online program administered at the Main Campus.	Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 40 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (<i>include internship, etc.</i>): <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 40 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR	
CIP Code Number 51.3818 Title of CIP Code Nursing Practice	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A	
Institution's Unit: School of Professional Studies Location: Main Campus	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: CCNE 2021 If program prepares graduates eligibility to state/professional license, please identify: Currently none, but there is a projected AACN standard change (2025) that will require this degree for licensure. <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>	
Institutional Contact for this Proposal: Mary Nielson, Assistant Professor of Nursing, 203-837-8888, nielsonm@wcsu.edu Joan Palladino, Interim Dean, School of Professional Studies, 203-837-8500, Palladinoj@wcsu.edu	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

The proposed DNP fits squarely into the university mission, allowing our alumni and broader community members to advance their professional skills and qualifications so that they might assume leadership roles in health care.

The Department of Nursing Mission states:

The Department of Nursing strives to provide a nursing education that is aimed at preparing beginning and advanced practice nurses to meet the ever-changing health care needs of Connecticut and the surrounding region.

This degree will advance the clinical competence, scholarship, and research of advanced practice nursing graduates to serve both the public and the nursing profession. Evidence-based practice, diversity, cultural competence, and caring environment are emphasized throughout. Graduates of the DNP degree will be prepared to engage communities and partner within healthcare systems to address social, economic, and cultural healthcare disparities that create barriers and prevent advancement of ideal healthcare practices.

The Doctor of Nursing Practice Mission: The Doctor of Nursing Practice prepares advanced practice nurses to meet the societal and global changes of health care, while fostering the growth of individuals, scholars and professionals in their pursuit of lifelong learning. We achieve this by offering a student-centered curriculum that addresses the diverse needs of both students and the community through scholarship, research, and clinical opportunities that serve the community and the profession. We maintain our commitment to a caring culture with respect to our patients, students, and practice partners in all that we do.

Need for the Program

The WCSU Doctor of Nursing Practice (DNP) Program will prepare advanced practice registered nursing (APRN) graduates to attain the highest level of professional advanced nursing practice. The focus of this program will be to develop practice expertise within the population foci to meet standards defined in the American Association of Colleges of Nursing (AACN). The AACN defines the DNP educated nurse as someone prepared to administer and evaluate

any form of nursing intervention that influences health care outcomes for individuals or populations, including the provision of direct care or management of care for individual patients or management of care populations, and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics, and population health. (*Essentials of Doctoral Education for Advanced Nursing Practice*, AACN, 2004).

The DNP at WCSU is designed for advanced practice nurses seeking a terminal degree in nursing practice that is not research or education focused. This program will prepare the DNP graduate in both quantitative and qualitative research, evidence-based practice, foundations of policy and practice design, and the implementation of practice initiatives that can advance translational healthcare practices and services to impact significantly the delivery of healthcare within communities. The DNP focuses on understanding research and applying it to practice. Rather than completing a dissertation, DNP students typically complete a DNP project that evaluates a health care program or identifies clinical strategies for improving quality control and patient care.

In 2013, the Connecticut League for Nursing (CLN) published an RN workforce survey report that showed the percentage of nurses with higher degrees that included a DNP, or a research-focused doctorate only amounted to 0.9% out of the respondents 1661. In 2015, the CLN released a report on full-time and part-time nursing faculty with doctorate degrees. This report showed that only 48% of nursing faculty teaching in academic institutions in Connecticut had earned a doctorate. This report is concerning because entry-level faculty positions usually require doctorate degrees to teach in nursing. According to 2016 Jobs EQ, the need for nursing faculty in Connecticut to increase by 3.4% and in the larger region (NY, NJ, PA, and CT) that number is at 2.5% over the next 7 years. While the Ed.D. and the Ph.D. in nursing are frequently sought after, many programs will select a qualified DNP for their faculty to support specialization at the graduate level.

According to a 2016 report from the US Bureau of Labor Statistics job outlook for advanced practice nursing is expected to grow nationally from 2014 to 2024 by 31%, which is much faster than average for all occupations. This growth is driven by three factors: 1) a projected wave of nursing retirements, 2) the effects of healthcare legislation, which places an

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

increased emphasis on preventative care, and 3) the effect of an older population living longer and more actively than previous generations. <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

JobsEQ also reports that there are not enough doctoral programs to educate future nursing faculty, or provide health care services to patients at an advanced level. This has led to current state- and country-wide shortages of academically prepared advanced practice nurses that can teach at the doctoral level and provide the advanced complex care currently needed in the United States healthcare market. This program would fill that gap in educational opportunities.

Currently, there are no DNP programs in the CSCU system.

Cost Effectiveness and Availability of Adequate Resources

The proposed DNP program will primarily use existing nursing faculty at Western Connecticut State University. Nearly every faculty member within the nursing department has an earned doctorate degree and will be qualified to teach courses within this program. The DNP is a terminal degree currently focused towards graduate nursing students within a practice discipline involving nurse practitioners or clinical nurse specialist degree so supervision of clinical practice will require faculty with APRN (ANP/CNS) degree certifications from an accrediting body that are educated at the doctorate level. Seven full-time faculty currently have this certification.

We anticipate hiring one new full-time faculty member to support this program. The cost of this are projected to be sustainable with a cohort of 11 students. We anticipate cohorts of 15 based on requests from students in our MSN program and inquiries from nurses working in various agencies in Connecticut. We have a robust list of students who have indicated their desire to pursue this degree. Additional outreach as we launch this program is likely to sustain us beyond the first few cohorts.

All other necessary resources are already part of our annual costs. The library resources for doctoral level work were developed in support of the Ed.D. in Nursing Education. The support for online learning is well established for nursing, with an instructional designer dedicated to the School of Professional Studies Programs. Our digital technologies (Blackboard Learn, WebEx, OneDrive) are sufficient to effectively support an online graduate degree.

See attached PRO FORMA at end of document.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

The DNP graduate will be able to:

1. Integrate the foundations of nursing practice into scholarly endeavors, practice and health care delivery. (Essential I, III)
2. Evaluate and employ principles of Evidence Based Practice (EBP) care to meet the needs of current and future patient populations. (Essential II, III)
3. Evaluate and implement analytical methods to apprise and develop EBP care to provide safe, timely, ethical and effective patient centered care. (Essential II, III, IV)
4. Analyze health care technology for accuracy, timeliness, feasibility that is financially responsible for health care organizations and population health needs. (Essential III, IV)
5. Demonstrate leadership in knowledge and implementation of health care policy, advocacy and ethical care for global populations. (Essential V)
6. Synthesize concepts from various disciplines (epidemiology, biostatistics, environmental) for health promotion and disease prevention for diverse populations. (Essential IV, VI, VII, VIII)
7. Design and implement comprehensive approaches and therapeutic interventions for health promotion and disease prevention for diverse and global populations. (Essential IV, V, IV, VII, VIII)

Program Assessment and Evaluation

The DNP curriculum was developed using the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Core Competencies Curriculum Content (NONPF, 2014), the National Association of Clinical Nurse Specialists Core competencies (NACNS) (NACNS, 2010), and the Essentials for Doctoral Education for Advanced Nursing practice (AACN, 2006). Students will be required to start and maintain a DNP portfolio as a method to evaluate their progress through the degree and monitor when all the program outcomes and competencies have been met.

Students will be graded using the standard graduate nursing program grade distribution from Western Connecticut State University. Students must maintain a grade of a B or better to pass a course. Course syllabi are the formal documents by which students are informed of their assignments, grading practice and grading rubrics. Evaluations for each course can be formative, summative or a combination.

Clinical evaluations will be completed by both the preceptors and the faculty. A common student evaluation tool will be used by the preceptors at both the midterm and the end-of-semester for evaluation of the student. Preceptors will also provide the students with their feedback. All grading of clinical work is completed by the faculty. When necessary, remediation plans will be utilized by the faculty in conjunction with the preceptor. Evaluations of the preceptor and clinical site will be completed by the student at the end of the semester and faculty will complete an overall clinical site evaluation of each clinical site at the end of each semester. Faculty members will have contact with the preceptors throughout the semester and, if possible, onsite visits of clinical sites will be made by faculty.

Students will progress through the initial stages of appraisal of the literature and development of implementation and methodology, in preparation for the DNP project defense for the DNP committee. When the project is approved, students will obtain the necessary IRB approvals. Students will complete their research with a faculty and site mentor (if completed on a particular site). After data collection, students will complete their projects with results, conclusions and suggestions for future practice and studies. Students will then complete a final DNP project defense.

Indirect program assessment will include graduate exit surveys, alumni surveys 1 and 3 years after graduation, and feedback from employers, where possible. Direct assessment will include periodic evaluation of learning outcomes in selected course work and the doctoral projects. Common rubrics will be developed for the direct assessments.

Program Administration

Day to day operations will be conducted under the current structure of the nursing department. The operations of the proposed program will be under the chair of the department and the master's program coordinator, with input from the existing Masters in Nursing Committee. Qualifications for the DNP program oversight include personnel who currently have a DNP degree (Current MS coordinator is Linda Warren Ed. D, with lead instructor Mary Nielson, DNP, Ed.D). There will be no additional credit load for faculty as this program will be under the existing master's program coordinator.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

- **How many new full-time faculty members, if any, will need to be hired for this program?** One full-time faculty member hired to the department of nursing.
- **What percentage of the credits in the program will they teach?** 50%
- **What percent of credits in the program will be taught by adjunct faculty?** 20%
- **Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:** Qualified faculty may have any of the following degrees: Ph.D., Ed.D, DNS, and DNP. All nursing faculty must possess a nursing license, some courses will require faculty with an APRN license. (See faculty list.)

Special Resources

The DNP will be offered as a fully online degree. WCSU's nursing department has experience in this area, having offered an online Ed.D. with SCSU for the several years. The School of Professional Studies has a full-time instructional designer dedicated to supporting faculty in the development and delivery of online curriculum and uses WebEx to support face-to-face meetings with online students and faculty.

Scholarly resources are readily available, as appropriate subscriptions and resources have already been developed to support the Ed.D. Adding the DNP will make better use of those resources by expanding the audience.

No new facilities will be required.

We anticipate hiring one new full-time faculty member in support of this program. While we have sufficient faculty to launch the program, it will not be sustainable without one additional faculty member to help absorb both the teaching and project components of the program.

Recruitment

To launch this program we anticipate taking the following steps:

1. Develop brochures for digital and mail distribution.
2. Place advertisements in relevant nursing and health care provider publications.
3. Attend regional nursing conferences and host a recruiting booth.
4. Recruit from our existing MSN and recent alumni.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum: All proposed courses are new and will be delivered online.

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs
Program Core Courses			
NURA: Theory and Concept Analysis	1		3
NURB: Health Care Policy and Ethics	5		3
NURC: Qualitative Research	2,3		3
NURD: Quantitative Research	2,3		3
NURE: Quality, Risk Management and Use of Biostatistics	1,4,6		3
NURF: Analysis of Literature and Evidence Based Practice	1,2,3		2
NURG: Epidemiology	7,8		3
NURH: Leadership in Health Care Organizations	4,5,6		3
NURI: Business and Health Care Technology	5,6,7		3
Population Focus Courses			
NURJ: Chronic Health Care/Vulnerable Populations	7,8	*	4
NURK: Community Health/Population health	7,8	**	4
NURL: Project Seminar	1-8	**	6
Core Course Prerequisites			
*All core courses with the exception of epidemiology must be completed before Chronic Health Care/Vulnerable populations.			
**All Core courses including epidemiology must be completed before Community Health/Population Health and Project Seminar.			
Development of all of the proposed courses was funded through WCSU Summer Curriculum Grants and all are complete. The course descriptions are included in next section.			

Special Requirements: Clinical Hours: In accordance with the AACN DNP Essentials, students need to have a minimum of 1,000 hours post-baccalaureate supervised clinical practice hours to achieve DNP competencies. Students will complete the number of hours to have a total of 1000 hours, which includes their clinical time completed in their master's program. Post-masters students will be required to submit a letter from their master's degree program that indicates how many hours they have completed in their master's program. Typically, students will have completed 500 clinical hours prior to admission to this program.

The additional clinical hours will be met in this program through direct and indirect clinical hours. Indirect clinical hours are practical experiences that include translation of research into evidence, system leadership, business management, understanding technology, health care policy, and quality and risk management.

- Clinical oversight will be monitored and evaluated by faculty who are board certified APRN ANP/CNS with an earned doctorate degree.
- Clinical hours are embedded in the curriculum as illustrated in the chart on the next page. (details on the next page).

Applied Projects: All students will lead DNP Projects that must be overseen by DNP Project Committees. The committees with consist of three members--two members from the faculty and one member who is an expert in the student's clinical interest.

- **DNP Project Faculty Member:** The DNP Project lead faculty member will be a board certified APRN, APN/CNS with an earned doctorate degree. Other members of the committee must have an earned doctoral degree in the relevant field of study. The student will select a faculty member with the above qualifications based on a mutual agreement and subject to approval by the DNP program coordinator. The choice of faculty member should be based on the student's proposed area of clinical inquiry and the faculty member clinical and scholarly expertise. Faculty members are able to oversee four DNP projects at a time.

The Project Lead assumes primary responsibility for oversight of the DNP project and works with the student during the DNP project courses and/or other courses in collaboration with course faculty.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

The table below offers a detail of the courses required and the order they are typically completed, total program credit hours and where students will satisfy the clinical hour requirements.

Courses	Credits	Clinical Hours*
NURA: Theory and Concept Analysis	3	
NURB: Health Care Policy and Ethics	3	30
NURC: Qualitative Research	3	
NURD: Quantitative Research	3	
NURE: Quality, Risk Management, and the Use of Biostatistics	3	40
NURF: Analysis of Literature and Evidenced Based Practice	2	
NURG: Epidemiology	3	10
NURH: Leadership in Health Care Organizations	3	30
NURI: Business and Health Care Technology	3	30
Population Focus		
NURJ: Chronic Health Care/Vulnerable Populations	4	100
NURK: Community Health/Population Health	4	100
NURL: Project Seminar	6	160
Total	40	500

Course Descriptions

NURA Theory and Concept Analysis 3 credits (Essential I, III)

This course will investigate and analyze the scientific foundations of nursing knowledge. Students will use knowledge from other sciences and disciplines to create a context to expand the scientific underpinnings of nursing. Students will explore the nature of theory and theory development from multiple scientific and psychosocial disciplines including middle range theory. Students will also explore concept analysis and to examine the principles and laws that govern the human experience and well-being.

Course objectives:

- Integrate nursing science with knowledge from other disciplines including knowledge with foundations in ethical, biophysical, psychosocial and analytical foundations.
- Comprehend the nature of theory construction and process and use in health care and health care delivery.
- Apply science based theory to determine the nature and significance of health and health care delivery.
- Apply science based theories to describe actions and strategies to ameliorate, alleviate and enhance health and health care delivery.
- Develop a solid foundation of concept analysis in relation to health and health care delivery.

NURB Health Care Policy and Ethics 3 credits, 30 CH (Essential II, V, VII)

This course will explore health care policy and the associating role and actions that health care policy's effects health care organizations, health care governance, global and societal practice as well as individual practice. Overview of health care policy and planning at a local, state and federal level with be examined in consideration to vulnerable populations and community health. Legislative structure and regulatory organizations and the interrelationship with health care organizations and practice will be examined. The APN role will be examined with regards to the ethical and legal considerations regarding practice.

- Examine issues and trends that affect health care delivery in the United States

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

- Evaluate health care policy and the implications related to patients, communities, vulnerable populations, and society in both the US and other countries.
- Explore the potential roles and outcomes that a DNP can effect in health care legislation and policy.
- Identify ethical dilemmas that may arise when caring for patients, communities, vulnerable populations, and society in both the US and other countries.
- Critically reflect on care options for ethical dilemmas that may arise when caring for patients, communities, vulnerable populations, and society in both the US and other countries.

NURC Qualitative Research 3 credits (Essential I, III)

This course will examine an in-depth analysis of the methodologies congruent with selected qualitative research traditions. Strategies for selecting appropriate research questions, sampling, data collection and data analysis plans from the viewpoint of a naturalistic paradigm are highlighted.

- Develop and critically evaluate research questions within the framework of selected qualitative research traditions
- Critically evaluate selected qualitative research designs for their usefulness in addressing nursing education research questions
- Compare and contrast the advantages and disadvantages of selected sampling plans in qualitative research
- Evaluate the effectiveness of various data collection plans and procedures in qualitative research
- Differentiate between credible and non-credible methods of assessing trustworthiness in qualitative research
- Analyze selected data analysis strategies to summarize and interpret qualitative findings

NURD Quantitative Research 3 credits (Essential I, III)

This course will examine an in-depth analysis of inferential statistics. Students will learn key concepts in inferential statistic methodology, commonly used statistical test to be used in nursing and health care research. Students will also develop a basic understanding of tools and statistical software packages that can be used in health care research.

- Explain key concepts in inferential statistics
- Identify quantitative research designs.
- Identify patient sampling and sampling methods.
- Interpret statistical result based on various statistical methods.
- Develop a plan for data collection, evaluation and management of a nursing or health care research project.

NUR E Quality, Risk Management and Use of Biostatistics 3 credits, 40CH (Essential II, IV, VII)

This course will explore quality analysis methods for identification and the use of data elements in exploring the delivery of patient care. Concepts of risk management and organizational mitigation will be assessed. This information will be used to assist in the delivery of quality care as well as understanding and identifying potential risk associated with organizations. Students will apply biostatistical information in evaluating health care quality, risk and evidence based practice.

- Evaluate and monitor patient care and quality outcomes in a health care setting.
- Evaluate quality outcomes and patient care indicators in a health care information system.
- Apply the concepts of risk management to a health care organization
- Analyze information as the foundation to support evidence based practice
- Demonstrate understanding of the principles of quality management that are in line with National Patient Safety Goals.
- Apply the bio statistical research of quality and risk management to that of evidence based practice to

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

NUR F Analysis of Literature and Evidence Based Practice 2 credits (Essential I, III)

This course will foster an inquiry of scholarship in health care, public health and population health nationally and globally. Students will be prepared to evaluate all levels of evidence and apply this knowledge to future research endeavors. Using the foundation of analytical research methods students will apply their knowledge to critically appraise evidence from multiple sources.

- Evaluate qualitative studies related to topics of global and community health
- Evaluate quantitative studies related to topics of global and community health
- Evaluate methods for examining evidence based practice literature.
- Discuss levels of evidence and how they relate to the students practice project
- Develop plans for dissemination of personal research

NUR G Epidemiology 3 credits, 10 CH (Essential, IV, V, VII)

This course will introduce students to methods used by epidemiologist to assess health and disease trends.

Community health and population health will be examined with an acute and chronic focus to identify population disease trends globally. Focus will include historical background. Methods for identifying health trends, public health, health promotion, determinates of health, environment and occupational health and cultural diversity in health nationally and globally.

- Discuss the basic concepts of epidemiology
- Identify basic epidemiologic measures
- Describe the purpose of epidemiological surveillance and measures
- Identify public health interventions and health public health screening programs
- Describe how epidemiological findings shape health care policy

NURH Leadership in Health Care Organizations 3 credits, 30 CH (Essential II, V)

The various leadership roles in academic nursing (health care) are examined. Classic and contemporary leadership and management theories and research in academic (health care) administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty health care leadership and in administrative roles. such as academic program administrator, department chairperson, director, or dean. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth.

- Evaluate the evolution of the leadership role through various stages of professional development as a leader in a health care setting.
- Analyze the impact of contextual factors (e.g. economic, social, and political) on nursing and their impact on health care organizations
- Evaluate the various roles and responsibilities of nursing leaders in health care settings and in global, community health.
- Analyze the opportunities and challenges for nursing leaders in health care organizations.

NURI Business and Health Care Technology 3 credits, 30CH (Essential II, IV, V, VII)

This course will introduce students to business leadership and management. Organizational Strategic planning including mission and vision development will be undertaken for business entrepreneurship. Students will develop an understanding of health care financing and implications for health care organizations. Students will understand the complexity of health care decisions in macro and micro systems.

- Evaluate health care organization leadership in relation to product outcome
- Analyze leadership styles and how they affect overall health care organizations and functions
- Develop a strategic plan including mission, vision, values, goals, business model, product analysis and gap and market analysis.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

- Examine the impacts of legal, ethical, regulatory and financial principles on health care organizations.

NURJ Chronic Health Care/Vulnerable Populations 3 credits, 100 CH (Essential V, VI, VII, VIII)

This course will prepare the student in the synthesizing of knowledge from physiological, psychological, sociological, cultural, ethnical and financial perspectives for care of the chronically ill and vulnerable patient. Complex health, social, ethical and financial problems will be managed for this chronic and vulnerable patient population. Advanced nursing practice will be completed with supervised clinical practice.

- Describe current clinical trends and EBP with patients of chronic illness.
- Identify vulnerable populations and their access to health care.
- Apprise ethical issues that arise with chronic and vulnerable populations
- Appraise and regulatory, legislative and financial implications of providing health care to chronically ill and vulnerable populations.
- Enhance clinical decision-making abilities and practice in the complex care of chronic and vulnerable populations.
- Demonstrate advanced clinical competency in care of the chronic and vulnerable populations.
- Develop expertise in the dimension of practice for the chronic and vulnerable patient populations.

NURK Community Health/Population Health3 credits, 100 CH (Essential V, VI, VII, VIII)

This course will prepare the doctoral student in understanding population and global health issues that affect the multicultural patients of today. Students will identify health disparities on a local, national and global level. Students will understand the burden of disease with focus including social, cultural, political, economic contexts. Finally, students will explore multidisciplinary approaches to solving complex health problems of community and population health.

- Describe health determinates and health disparities locally, nationally and globally.
- Identify the sociopolitical aspects of community and population health.
- Compare and contrast health care issues of different community and populations.
- Appraise and regulatory, legislative and financial implications of providing health care for communities locally, nationally and globally.
- Expand clinical decision-making abilities and practice for communities and population health.
- Demonstrate advanced clinical competency in community and population health.
- Develop expertise in the dimension of practice for population health.

NURL Project Seminar 6 credits, 160 CH (Essential VII, VIII)

Under the guidance of faculty DNP, students will complete development of the DNP Project with the acquired theoretical knowledge and skills gained. Focus will be in guiding student's aspects of project design, implementation and evaluation. Students will then evaluate methods for project dissemination to further build upon evidence-based knowledge of health care.

- Use scientific foundations for project assessment and development
- Develop, implement and evaluate evidence based knowledge to identify a clinical project problem
- Develop, implement and evaluate a clinical project
- Explore venues for dissemination of research.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
To be hired Ed.D, PHD, DNsc			
Mary Nielson, DNP, Ed.D, APRN	Sacred Heart University Western Connecticut State University	Adult Nurse Practitioner	1.5 credits coordinator- 4 to 6 credits in MS
Linda Dalessio, Ed.D APRN	Western Connecticut State University	Acute Care Nurse Practitioner, Clinical Nurse Specialist	6 credits DNP and 6 credits MS
Eileen Campbell, Ed.D APRN	Western Connecticut State University	Clinical Nurse Specialist	Undergraduate coordinator and UG classes-12 credits FWLC- may have occasional credits-2 –3 per year in DNP
Mary Ellen Doherty Ph.D., CNM	University of Rhode Island	Certified Nurse-Midwife	3-6 credits in DNP—other teaching-UG, MS and Ed.D
Monica Sousa Ed.D, APRN	Western Connecticut State University	Clinical Nurse Specialist	Primarily UG and Occ. MS. May have 2 to 3 credits in DNP

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		11						9						10				
Continuing Students				11		11		9		18		18		7		17		17
Headcount Enrollment		11		11		11		18		18		18		17		17		17
Total Estimated FTE per Year ¹	8.25						15.0						13.91					
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		42,966		42,966		116,952		100,008		83,340		218,898		98,736		85,184		203,487
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$202,884						\$402,246						\$387,407					
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	36,396		38,800		41,379													
Faculty (Full-time, total for program) ⁴	90,884		177,720		189,631													
Faculty (Part-time, total for program) ⁴	18,303		57,809		61,484													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵	3,000		3,000		3,000													
Estimated Indirect Costs ⁶	44,948		84,202		88,412													
Total Expenditures per Year	\$193,531		\$361,531		\$383,906													

- Cost of curriculum development was supported by contractual Summer Curriculum funds and is not included here. The work is complete.
- Summer tuition reflects two summer sessions.
- Indirect costs are based on the federal guidelines for grants. While we do not anticipate any particular investment requirements at this time, this allows us to fund additional student support or other educational enhancements as the program grows.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Anthropology program (CIP Code: 45.0201) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program in Anthropology a Bachelor of Arts degree at Eastern Connecticut State University

BACKGROUNDSummary

The referenced program will be designed to provide students with a strong disciplinary foundation to understand historical, cultural, and biological dimensions of humanity. Students majoring in Anthropology will take introductory courses in each of the sub-disciplines of Anthropology along with theory and methodology courses. Anthropology strives to create knowledge and insights by systematically conducting field research (archaeological and ethnographic) about some of the most pressing issues about human nature. Archaeological excavations, ethnographic interviews, and field observations are some of the unique methodologies whereby archaeologists and anthropologists make sense of the data collected, organized, and analyzed in archaeological and ethnographic laboratories and even museums. Students will demonstrate knowledge of basic Anthropological concepts and theories and develop written and oral skills that will help them in future career and/or graduate school endeavors.

Rationale

At Eastern, Anthropology courses are very popular with students from across the university and are often at capacity. For example, between 2014 and 2019 more than 3,450 students enrolled in Anthropology courses that meet requirements of the Liberal Arts Core Curriculum. As of fall 2019, 22 students have declared the minor in anthropology. The institution believes the time is ripe for Anthropology to become a major and proposes to develop a curriculum that is in line with national trends for small Anthropology programs in undergraduate institutions focused on the liberal arts. The addition of an Anthropology major will only make Eastern a more competitive institution among its peers.

Resources

The proposed program as a major will be operated utilizing the resources available as a minor. Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program. It is anticipated that the program will generate more than \$500,000 by the end of year three.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost: September 2019	
Most Recent NECHE Institutional Accreditation Action and Date: 2010		
Program Characteristics Name of Program: Anthropology Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts Degree Certificate: (specify type and level) N/A Stand-Alone Certificate: (specify type and level) N/A Anticipated Program Initiation Date: Fall 2020 Anticipated Date of First Graduation: Spring 2024 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Program Credit Distribution # Credits in General Education: 47 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 15 # Credits of Other Electives: 3 # Cr Special Requirements (include internship, etc.): 3-6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 39-42 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 45.0201 Title of CIP Code Anthropology		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) School of Arts & Sciences Location (e.g. main campus) Offering the Program: Eastern Connecticut State University		
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. Ricardo Pérez	Title: Professor	Tel: (860) 465-0191 e-mail: perezr@easternct.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 objective and concise statements)

Objective

We propose a Major in Anthropology (Bachelor of Arts) organized within the Department of Sociology, Anthropology, Criminology, and Social Work, which currently offers a Minor in Anthropology.

Scope

Anthropology is the scientific and humanistic study of humanity. Anthropologists, drawing from the social and biological sciences as well as from the humanities and physical sciences, examine humanity's diversity across time (past, present, and future) and space (geographic locations). The Anthropology Program will provide students with a strong foundation in the four sub-disciplines of anthropology (Cultural Anthropology, Archaeology, Biological (or Physical) Anthropology, and Linguistic Anthropology) and prepare them for careers and/or graduate studies in a particular sub-discipline. Our current full-time faculty have academic preparation and expertise in Cultural Anthropology and Archaeology, the two sub-disciplines that will be emphasized. The overlap among the sub-disciplines of Anthropology and between Anthropology and other disciplines creates opportunities for collaboration. For example, the required research methods class for Eastern's Health Sciences Major was developed by one of our cultural anthropologists. The course is cross-listed with Anthropology.

At Eastern, Anthropology courses are very popular with students from across the university and are often at capacity. For example, between 2014 and 2019 more than 3,450 students have enrolled in Anthropology courses that meet requirements of the Liberal Arts Core Curriculum. As of fall 2019, 22 students have declared the minor in anthropology. We believe the time is ripe for Anthropology to become a major and develop a curriculum that is in line with national trends for small anthropology programs in undergraduate institutions focused on the liberal arts. The addition of an Anthropology major will only make us a more competitive institution among our peers.

Program Overview

The Bachelor of Arts (B.A) in Anthropology will consist of 120 credits with 39-42 credits in the major. It will include the following components:

CORE COURSES: 18 CREDITS (Introductory courses about the sub-disciplines; courses on theory and methods; and a capstone course)
CONCENTRATION: 15 CREDITS (In consultation with their advisor, students will select a group of courses in a given sub-discipline)
EXPERIENTIAL LEARNING: 3-6 CREDITS (Field courses and/or internships)
WORLD AREAS: 3 CREDITS (Survey courses about specific culture and geographic areas)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

1. Core Courses: The Anthropology Program will be designed to provide students with a strong disciplinary foundation to understand historical, cultural, and biological dimensions of humanity. Students majoring in anthropology will be required to take introductory courses in each of the sub-disciplines of anthropology along with theory and methodology courses. Anthropology strives to create knowledge and insights by systematically conducting field research (archaeological and ethnographic) about some of the most pressing issues about human nature. Archaeological excavations, ethnographic interviews, and field observations are some of the unique methodologies whereby archaeologists and anthropologists make sense of the data collected, organized, and analyzed in archaeological and ethnographic laboratories and even museums. The capstone course is the Anthropology Seminar, where students will demonstrate knowledge of basic anthropological concepts and theories and develop written and oral skills that will help them in future career and/or graduate school endeavors.
2. Concentration: Students will work with their advisor to choose electives in their sophomore year. Students may combine courses for a concentration in cultural anthropology, archaeology, or other areas of focus. The Anthropology electives will provide students with an array of choices to strengthen knowledge and skills about the chosen concentration.
3. Experiential Learning: Our program will also require students to take a field school course in archaeology or cultural anthropology, depending on the concentration that the student wishes to pursue. We will also allow students to conduct internships in community settings regarding topics and needs deemed to be important both to the program and the community partner. Both the field course and internship will provide students with ample opportunities to apply knowledge and skills acquired in the classroom to address real-life situations found in an actual field setting, and to develop skills they will need once they enter the job market. These skills include effective written and oral communication, analytical and critical thinking skills, the ability to gather, assess and interpret data, team building skills, understanding and evaluating inter-personal and cross-cultural dynamics, grant writing and, project design, development and assessment..
4. World Areas: Our program will emphasize knowledge of culture areas to train students to understand historical and contemporary issues about Native North America, Latin America and the Caribbean, or Canada—geographic and cultural areas that reflect the teaching and research expertise of our current full-time and part-time faculty. Students will develop comprehensive knowledge of a specific culture area that will help them develop the needed skills to navigate our growing global society.

The proposed Anthropology Major presents Eastern students with the unique opportunity to be trained in a highly flexible and desired set of skills. Our program will 1) prepare students for immediate employment in cultural anthropology and archaeology and 2) provide them with skills in interpersonal relationships and critical thinking desired by a wide range of employers in the public and private sectors. Our program will align with Eastern's mission of raising "students' aspirations and cultivating engagement, inquiry, integrity and social responsibility" by providing them with tools and skills to expand knowledge of diverse cultures and apply anthropological ideas and perspectives to both understand and help solve current social problems at home and abroad. In essence, our program will greatly help Eastern promote its goal to offer a liberal education that is practically applied.

Anthropology's breadth and scope fit perfectly with Eastern Connecticut State University's role as the only public liberal arts institution in Connecticut. Over the past decade, interest in and demand for an anthropology major by Eastern students have grown considerably. Data from a focus group with some 10 students led by Dr. Mary Kenny show that "There was consensus about the usefulness in applying the anthropological perspective in [the students'] other courses and in their daily lives. They felt that anthropology has provided them with the tools for engaging with social phenomena in a globalized and transnational world."

What follows are comments by students about the need for an Anthropology major at Eastern Connecticut State University:

- I feel fortunate to have studied anthropology here. It has helped me to see things other people take for granted. It has made me think critically about everything going on around me. Isn't that the point of a liberal arts education? To make you think beyond what is presented to you, to think outside your own little bubble?

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

- I had to transfer to Southern in order to major in anthropology. I then returned to Eastern because I prefer the intimacy of this campus, but I had to design a major myself in order to focus on anthropology. It would help in applying to grad school to have a major here.
- Anthropology helps explain things from why your neighbor gets angry when you don't mow your lawn to why the health care bill did not pass. It broadened my horizons, helped me form opinions.
- It has humbled me as a person by allowing me to really see how other people live, as well as make me aware of my own cultural biases.

Addressing Identified Needs

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

According to an Education Report for Anthropology by JobsEQ, "as of 2018, total employment for occupations linked to Anthropology in Connecticut was 13,622. Over the past three years, linked occupations added 304 jobs in the region and are expected to need in aggregate approximately 6,564 newly trained workers over the next seven years...The single industry most employing these occupations in the region is Other Professional, Scientific, and Technical Services. This industry employs 2,204 workers in the linked occupations, with 1,517 additional new workers in these linked occupations needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation." (From Education Report for Anthropology, Connecticut at <<http://www.chmuraecon.com/jobseq>, accessed on March 14, 2019).

As described in the State of Connecticut Department of Economic and Community Development, 2018 Strategic Plan, in the near future there will be increasing emphasis by the public and private sectors in such areas as cultural resources management, tourism, and health sciences. Following national trends, our students will receive strong preparation and training in cultural anthropology and archaeology, as we describe below:

Cultural Anthropology: Training in cultural anthropology will provide students with the necessary background to obtain jobs in diverse state and federal government agencies addressing issues pertaining to healthcare and social services, education, environmental policy, and recreation. Anthropology graduates will be able to find jobs in public agencies such as the Department of Public Health, Department of Economic and Community Development, and Department of Education. The networks of support and collaboration that our current faculty has established with regional agencies such as Access Agency, Generations, and the Windham Region Community Council will be critical for our graduates to find jobs in this part of the state.

Archaeology: Training in archaeology will provide students with the necessary background to obtain Cultural Resources Management jobs in the state of Connecticut and in museums throughout New England. Federal and State laws require the immediate mitigation of archaeological sites and resources prior to the construction of private and public infrastructure. The well-being of the Connecticut historical community is dependent upon the proper mitigation and curation of our shared history. Archaeologists' involvement in these processes of excavation, analysis, and curation are central to preserving our cultural heritage for the future. According to federal and state law, archaeological field work must be conducted where there is a risk to impacting cultural and heritage resources. Graduates with a BA in anthropology are well-equipped to fulfill these jobs immediately after graduation. (Jobs throughout the state are available in both public and private companies and include the Office of State Archaeology, the Connecticut Archaeology Center, the Pequot Museum and Research Center, Public Archaeology Survey Team, Inc., Archaeological and Historical Services Inc., Public Archaeology Laboratory, and Archaeological Consulting Services, LLC. Our current faculty member in archaeology has relationships with the Office of State Archaeology, the Connecticut Archaeology Center, and the Pequot Museum and Research Center to help place upper level students into internships and jobs.

According to the Bureau of Labor Statistics, the demand for anthropologists and archaeologists is growing at a rate of 4% (until 2026) in "business, consulting firms, and other non-traditional settings." Additionally, archaeologists with training in

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

fieldwork, and anthropologists and archaeologists with qualitative and quantitative analysis backgrounds will have “the best job prospects.” We will include both skill-sets in our curriculum. The Bureau of Labor Statistics estimates the 2017 median pay at \$62,280 per year and the median pay per hour at \$29.24, both commensurate with averages for careers in the general social sciences (see Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Anthropologists and Archeologists, on the Internet at <https://www.bls.gov/ooh/lifephysical-and-social-science/anthropologists-and-archeologists.htm#tab-1>, visited March 10, 2019).

As reported by Business Insider in the article ‘Here’s Why Companies are Desperate to Hire Anthropologists,’ Microsoft is reportedly the second largest employer of anthropologists. As journalist Drake Baer writes, “while most execs are masters at analyzing spreadsheets, creating processes and pitching products, anthropologists—and other practitioners of applied social science—can arrive at customer insights that big data tend to gloss over, especially around the role that products play in people’s lives.” (Article from the March 27, 2014 edition, available at www.businessinsider.com, accessed on September 9, 2014).

- 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 major will draw from existing courses and from the expertise and experience of the existing Anthropology faculty. Faculty in our Anthropology Program currently teach the courses in the Anthropology minor, coordinate the Latin American and Caribbean Studies Program (Dr. Ricardo Pérez), and serve on the Advisory Board of the Women’s and Gender Studies Program (Dr. Mary Kenny, Dr. Sarah Baires) and the Advisory Board of the Latin American and Caribbean Studies Program (Dr. Mary Kenny). Curriculum is already developed for students to actively participate in archaeological excavations and to learn archaeological laboratory methods and analyses. For instance, Dr. Sarah Baires is the Co-PI of a multi-year research program at Cahokia Mounds State Historic Site, a UNESCO World Heritage Site located in Collinsville, Illinois.

Eastern’s location in the heart of the ‘Quiet Corner,’ a rural region of more than 15 towns, is a perfect setting for our majors to address the complexities of life in small towns challenged by social problems associated with poverty. For the past decade, our current faculty has collaborated with social service agencies, schools, and non-profit groups in Windham County addressing the needs and interests of the local population in areas related to such critical issues as housing, education, substance abuse, and historical preservation. Most opportunities for collaboration with local social service agencies and schools have been made possible with the support and assistance of Eastern’s Center for Community Engagement. Others, such as the exhibit about the history of Latin American immigration to eastern Connecticut that Dr. Ricardo Pérez curated in 2011-2013, resulted from prolonged collaboration between Eastern Connecticut State University and the Windham Textile and History Museum in Willimantic.

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

Currently, the Anthropology Program does not have transfer agreements with other institutions under the BOR, but we are willing to create such agreements.

- 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?

Our program will provide all students with equal access to hands-on learning experiences, involving them in real-world problem solving through coursework, service-learning and independent study projects, in each of the concentrations. The applied nature of anthropology will be showcased in all concentrations. The program will also prepare all students to be culturally competent, with the skills to market, communicate and engage diverse audiences, which are highly sought after in today’s workforce.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

Of the four units of the Connecticut State University System, Eastern is the only one without a bachelor's degree in anthropology. Central offers a Bachelor of Arts in Anthropology, Southern a Bachelor of Arts and Bachelor of Science in Anthropology, and Western a Bachelor of Arts and Bachelor of Science in a combined Anthropology and Sociology Major. None of the twelve community colleges offer a degree in anthropology, but some of them offer a few anthropology courses that introduce students to general aspects about cultural anthropology and archaeology. Charter Oak State College does not offer a degree or courses in anthropology. Finally, the University of Connecticut offers a Bachelor of Arts, Master of Arts, and Philosophy Doctorate in Anthropology with concentrations in Cultural Anthropology; Medical Anthropology; Evolution, Cognition, and Culture; Old World Archaeology and New World Archaeology.

Eastern's program will offer a similar core set of skills as our sister schools, while also offering a special focus on Cultural Resources Management, Native American Studies, and community engagement. This focus will help differentiate our program from others in the state and provide our students with a background that is transferable to cultural resource/heritage management jobs immediately after graduation. Our courses and field schools will cover 'real-world' issues grounded on collaborative projects with local communities. Acquiring knowledge from experiential learning activities and participating in community-based learning courses will provide students with opportunities to develop skills that will translate well to immediate employment and/or further graduate studies.

Our proposed major will emphasize the university's unique liberal arts focus and its mission to "cultivate engagement, inquiry, integrity and social responsibility." Our students will benefit from course work that is based in broader research questions and projects, guided by our faculty who offer both classes and extensive field experience. Students in Archaeology will have the unique opportunity to participate in archaeological field research in the Northeast and the Midwest with a focus on Indigenous archaeological projects. They will also gain practical and applied skills like laboratory analysis, curation and museum studies that can be immediately applied in the job market. Students in Cultural Anthropology will have solid training in cultural analysis with opportunities for cross-cultural experiential learning. For example, in the past, Dr. Mary Kenny led four groups of students to Brazil for a study abroad and experiential learning courses where students stayed with Brazilian families and learned first-hand about Brazilian society and culture. One student received funding to return to Brazil and conduct research on domestic violence, while another returned to carry out research on contemporary environmental hazards. Dr. Sarah Baires' proposal for a Global Field Course to study archaeology and rock art in France in the summer of 2020 was approved by Eastern's School of Continuing Studies and Enhanced Learning.

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.)

As of – fall 2019, 22, students have declared the minor in anthropology. With the development of anthropology into a major, we envision that some will switch to the major, and that the number of majors will grow over time to take advantage of the core curriculum unique to the major requirements (e.g. field schools, qualitative and quantitative research methods, and/or internships). Our program will be capable of maintaining up to 40 students in the first five years and to eventually grow to around 60 students with a graduation rate comparable to the most successful programs at Eastern. Our projection is for the anthropology major to increase enrollments in the following manner:

2020 - 2021: 17 FTE
2021 - 2022: 30 FTE
2022 - 2023: 38 FTE
2023 - 2024: 42 FTE

Likewise, we project the graduation rate beginning with the first cohort (2020 - 2024) could be 4 and to steadily increase it by

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

two every year. Projections for both enrollments and degrees conferred are based on enrollments and degrees conferred at Central, Southern, and Western between 2011 and 2015, which have fluctuated from 36 to 69. At Eastern, the number of anthropology minors has fluctuated between 20 and 36 in the past five years.

The PRO FORMA Budget on the last page reflects these projections for student enrollment. The expenditures on full-time faculty assume that for Year 1, 6 credits or $\frac{1}{4}$ of a full time faculty academic year load (24 FLCs, i.e. 1 full-time faculty) will be offered in courses that will be required for the major, For Years 2 and 3 of the projection, we will need to offer 9 credits, e.g. $\frac{3}{5}$ a full time faculty academic year load, in courses only for the major. Since Eastern already employs 3 full-time faculty per academic year, the remaining FLCs paid to the full time faculty will continue to cover existing courses that serve the Anthropology minor, the Liberal Arts Core Curriculum, and the Health Sciences major. The expenditure per year is so noted in the PRO FORMAT budget form.

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.

The sources for the program's projected enrollments are the Jobs EQ reports for Anthropology, our current listing of minors in anthropology, feedback from our alumni in how anthropology has helped them in their current jobs and careers, and the labor market need for cultural competency skills, appropriate understanding of how genetics, healthcare, public health, town planning activities require the anthropology skills in this major.

Two thousand dollars will be devoted to marketing the new major by Institutional Relations for at least the first two years. Our program will also have a brochure showcasing the resources currently available, the job market skills the students will be getting, and testimonials of students who have participated in the major. Advisement will be as for other majors with dual advisement provided by Advising Center and the Anthropology faculty, with special care to make students aware of the different careers and jobs associated with the different concentrations in the major. Our department website will link to student testimonials in the anthropology major. We will engage our students in service learning projects in association with Eastern's Center for Community Engagement, and independent study projects, also linking them to internships in the Connecticut industry.

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

Student retention and completion will be supported by the creation of an Anthropology Student Club to serve as a space for majors and minors to meet and discuss issues pertinent to their trajectory in the program. Faculty advising will play a pivotal role in keeping students 'on track' toward graduation.

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

The following are the five most important student learning outcomes:

1. Understand the holistic nature of anthropology and the interconnectedness between the sub-disciplines
2. Demonstrate knowledge of theoretical concepts and developments in at least a sub-discipline
3. Understand and apply anthropological knowledge to real-life situations encountered in specific field settings
4. Demonstrate broad knowledge of a particular world area
5. Develop writing, communication, and problem-solving skills valuable for obtaining jobs and/or admission to graduate schools

Curriculum Map of Learning Outcomes

Course Number and Name						
Program Core Courses (6 courses)	1	2	3	4	5	
ANT 106 – Cultural Anthropology	X	X		X	X	
ANT 107 – Biological Anthropology	X	X			X	
ANT 125 – Introduction to Archaeology	X	X		X	X	
ANT 301 – Anthropological Theory		X	X		X	
ANT 390 – Anthropological Research Methods		X	X	X	X	
ANT 400 – Anthropology Seminar	X	X	X	X	X	

Concentration (5 courses)

- Understand the holistic nature of Anthropology and the interconnectedness between the sub-disciplines
- Demonstrate knowledge of theoretical concepts and developments in at least one sub-discipline
- Understand and apply anthropological knowledge to real-life situations encountered in specific field settings
- Demonstrate broad knowledge of a particular world area
- Develop writing, communication, and problem-solving skills valuable for obtaining jobs and/or admission to graduate schools

Experiential learning (1 course)

- Understand and apply anthropological knowledge to real-life situations encountered in specific field settings
- Develop writing, communication, and problem-solving skills valuable for obtaining jobs and/or admission to graduate schools

World Areas (1 course)

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

- Demonstrate broad knowledge of a particular world area
- Develop writing, communication, and problem-solving skills valuable for obtaining jobs and/or admission to graduate schools

Learning Outcome	Assessment Method
1. Understand the holistic nature of Anthropology and the interconnectedness between the sub- disciplines	Students will write papers, make oral presentations, and answer exam questions addressing the overlapping themes among the four sub-disciplines as well as between Anthropology and related disciplines in the social and natural sciences and humanities
2. Demonstrate knowledge of theoretical concepts and developments in at least one sub-discipline	Students will write papers and make oral presentations about major theories in a given sub-discipline. Taking exams and conducting research about a specific theory or theorist will also be required
3. Understand and apply anthropological knowledge to real-life situations encountered in specific field settings	Students will conduct research to link theories to field data. They will also write journals documenting their experiences in field courses and/or internships. Written exams and oral presentations will help evaluate how effectively students apply theoretical concepts to real-life situations
4. Demonstrate broad knowledge of a particular world area	Taking exams, writing papers, and making oral presentations will help assess the students' knowledge of the course contents
5. Develop communication, writing, and problem-solving skills valuable for obtaining jobs and/or admission to graduate schools	All courses will include content and activities to promote communication, writing, and problem-solving skills. Course requirements such as writing papers, taking exams, class discussions, and oral presentations will provide opportunities for students to develop these needed and desirable skills

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)*

Currently, the Anthropology minor is coordinated on a rotating basis by Dr. Mary Kenny and Dr. Ricardo Pérez, each receiving one Faculty Load Credit (FLC) when they coordinate the program. We propose to keep the rotation on an academic year basis and to add Dr. Sarah Baires in the mix. The coordinator will still receive one FLC per semester. Coordination activities will include scheduling of courses, hiring of adjunct instructors, and the general oversight and assessment of the major

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

0

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

20%

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

Master's degree in Anthropology (Ph.D. preferred)

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

There is no need for special resources. The proposed Anthropology Major will be run with the resources available to us now.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses (6): 18 credits				Other Related/Special Requirements* Concentration: 15 credits		
ANT 106: Cultural Anthropology	1,2,4,5	None	3	ANT 101: Introduction to Anthropology	1,5	3
ANT 107: Biological Anthropology	1,2,5	None	3	ANT 245: Death and Society	1,2	3
ANT 125: Introduction to Archaeology	1,2,4,5	None	3	ANT 250: Economies and Cultures	1,5	3
ANT 301: Anthropological Theory	2,3,5,	ANT 106	3	ANT 300: Women and Work	2	3
ANT 390: Anthropological Research Methods	2,3,4,5	ANT 301	3	ANT 302 / HSC 302: Research Methods in Health Sciences	3,4,5	3
ANT 400: Anthropology Seminar	1,2,3,4,5	ANT 301 ANT 390	3	ANT 315: Bodies and Lives	1,2,5	3
				ANT 320: Archaeology Lab Methods	1,2,4,5	3
				ANT 337: Urban Anthropology	1,5	3
				ANT 340: Canadian Health and Social Welfare	2,5	3
				ANT 345: Transnational, Racial, and Ethnic Identity	2,5	3
				ANT 358: Anthropology of Violence	2,5	3
				ANT 364: Medical Anthropology	1,5	3
				ANT 365: Topics in Anthropology	1,5	3
				ANT 370 / WST 370: Sex and Gender in the Ancient World	2,4,5	3
				ANT 385: Archaeological Research Methods	1,2,3,5	3
				ANT 480: Independent Study	3,5	3
Core Course Prerequisites				1 Field School or Internship from the following: 3-6 credits		
				ANT 380: Cross-Cultural Study	3,4,5	3
				ANT 381: Seminar in Cross-Cultural Study	3	1
				ANT 479: Archaeological Field School	3,4,5	3-6
				ANT 492: Internship in Anthropology	4	3-6

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

		Course Number and Name	L.O. #	Cr Hrs
		World Areas: 3 credits		
		ANT 201: Introduction to Canadian Studies	4,5	3
		ANT 210: World Archaeology	4,5	3
		ANT 221: Native Americans	4,5	3
		ANT 222: Native Peoples of Canada	4,5	3
		ANT 225 / LAS 225: Contemporary Puerto Rican Culture and Society	4.5	3
		ANT 240 / LAS 240: Latinos in the United States	4.5	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)				78-81

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 total number of credits for the Bachelor of Arts in Anthropology will be 120, with a minimum of 39 credits in anthropology and the remaining 81 in Liberal Arts Core Curriculum courses and free electives. As outlined in the table above, students majoring in anthropology will be required to take 6 core courses (18 credits), 1 course (3 credits) in a world area, 1 field course or internship in anthropology or archaeology (3 to 6 credits), and 5 (15 credits) electives. The Anthropology Seminar (ANT 400) will be the capstone course. In order for students to successfully obtain the degree, a minimum overall GPA of 2.30 in Anthropology courses will be required. We will also require that our students obtain a minor in a field related to their core interests. For example, students in archaeology might obtain a minor in Earth Sciences, while students in cultural anthropology might minor in sociology or a language, depending on their goals after graduation.

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

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Sarah Baires, Assistant Professor	University of Illinois, Ph.D.	Archaeology; Native America; Ancient Cities; Bio-archaeology; Ceramic Analysis	Member, Women's and Gender Studies Advisory Board
Mary Lorena Kenny, Professor	Columbia University, Ph.D.; MPH	Cultural Anthropology; Afro-Brazilian Culture and Politics; Public Health; Heritage, Memory, and Identity; Child Labor	Coordinator, Anthropology Program (yearly rotation) Member, Women's and Gender Studies Advisory Board Member, Latin American and Caribbean Studies Advisory Board
Ricardo Pérez, Professor	University of Connecticut, Ph.D.	Cultural Anthropology; Transnational Migration; Sustainable Development; Globalization; U.S. Latino Studies	Coordinator, Anthropology Program (yearly rotation) Coordinator, Latin American and Caribbean Studies Program
Paula S. F. Couture-Palmerino, Adjunct Professor	University of Connecticut, M.A.	Archaeology; Technology and Culture Change; First Nation Peoples of Canada; Canadian Studies	
Krista Dotzel, Adjunct Professor	University of Connecticut, M.A.	Archaeology; Native American Studies; Phytolith and Starch processing and analysis	
Siavash Samei, Adjunct Professor	University of Connecticut, Ph.D.	Archaeology; Bronze Age; Highland Ecosystems; Origins of Agriculture; Behavioral Ecology; Caucasus; Iran	
Ronnie Shepard, Adjunct Professor	University of Connecticut, Ph.D.	Cultural Anthropology; Reproductive Health; Sexualities; Latin American Studies	

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

Eric B. Williamson, Adjunct Professor	University of Connecticut, M.A.	Cultural Anthropology; Human Rights; Refugee Studies, East Africa	

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	7	0	7	0	0	0	5	0	5	0	0	0	5	0	5	0	0	0
New Students (first time matriculating)	7	3	7	3	0	0	8	0	8	0	0	0	8	2	8	2	0	0
Continuing Students progressing to credential		3		3			11	7	11	7			20	7	20	7		
Headcount Enrollment	14	6	14	6	0	0	24	7	24	7	0	0	33	9	33	9	0	0
Total Estimated FTE per Year ¹	17						30						38					
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	\$41,468	\$20,016	\$41,468	\$20,016	0	0	\$71,088	\$23,352	\$71,088	\$23,352			\$97,746	\$30,024	\$97,746	\$30,024		
Tuition from Internal Transfer ²	0	0	0	0	0	0												
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0												
Other Revenue (annotate in narrative)	0	0	0	0	0	0												
Total Annual Program Revenue	\$122,954						\$188,880						\$255,540					
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	1 FLC/\$2,146	1 FLC/\$2,146	1 FLC/\$2,146															
Faculty (Full-time, total for program) ⁴	6 FLC/\$4,292	9 FLC/\$6,438	9 FLC/\$6,438															
Faculty (Part-time, total for program) ⁴	0	0	0															
Support Staff (lab or grad assist, tutor)	0	0	0															
Library Resources Program	Existing are sufficient	Existing are sufficient	Existing are sufficient															
Equipment (List in narrative)	None needed	None needed	None needed															
Other ⁵	\$2,000 marketing	\$2,000 marketing	\$1,000 marketing															
Estimated Indirect Costs ⁶	0	0	0															
Total Expenditures per Year	\$8,438	\$10,584	\$9,584															

- 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.
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- Capital outlay costs, instructional spending for research and services, etc. can be excluded.
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- If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.
- 5
- e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6
- Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2018-19 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy

A True Copy:

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

ITEM

Consideration of 2018-19 Academic Program Review by the CSCU institutions

BACKGROUND

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

RATIONALE

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

The Office of the Provost has constructed a template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. The template allows for summation of six review criteria including the assessment of student learning outcomes for the referenced academic program. The assessment of student learning outcomes is deemed the most essential element of the review process. An optional provision allows the institutions to summarize assessments of general education competencies. A primer was also forwarded to the institution stipulating a uniform reporting by the institutions, to facilitate summations of institutional results.

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions presented results of 82 academic programs. The review criteria for these programs are summarized in the attached tables.

RECOMMENDATION

It is the recommendation of the Office of the Provost that the Board of Regents accepts the submission of academic program review by the CSCU institutions for the 2018-19 academic year; and requires further institutional recommendations regarding the dispositions of those programs deemed to be low completers, to be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

10/11/19 – BOR-Academic and Student Affairs Committee
10/24/19 – Board of Regents

Academic Program Review Summation

A. Status of External Accreditation

Accreditation Status	Number of Programs
Accreditation Approved	1
Accreditation Denied	
Accreditation Pending	1
Accreditation Continued	25
TOTAL	27

B. External Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Minor Revision(s)	24
Moderate Revision(s)	1
Substantive Change	
TOTAL	25

C. Internal Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Continuation with Minor Revision(s)	74
Continuation with Moderate Revision(s)	6
Substantive Change	1
Termination	
Program Termination*	
Program Suspension*	
Program Consolidation*	1
Program Continuation*	
TOTAL	82

*optional recommendations for academic program identified as Low Completer

D. Program Assessment(s)

Assessment	Number of Programs
Assessment of Student Learning Outcomes	82
Assessment of General Education Competencies	1
DUPLICATED TOTAL	83

**Academic Program Review Summation
2018-19 Academic Year**

E. Tabulation of Credentials Awarded (3-year averages) by Select Numerical Groupings

3-Year Averages Credentials Awarded	Number of Programs per Academic Credential							
	Undergraduate Certificate	Associate Degree	Bachelor's Degree	Post- Bachelor's	Graduate Certificate	Masters' Degree	Post- Masters	Doctoral
0								
1 – 3	5	5	1					2
4			2		1			
5 – 7	2	6	1			1		
8 – 9	1	8	2					
10 – 12	1	1	2			2		
13 – 15	1	2	1			1		
16 – 18		1	2			3		
19 – 22	1	3	4			1		
23 – 25		1	2					
26 – 30		1	1					
31 – 35		1						
36 – 40		2	1					
41 – 45	1		1					
46 – 50		1	4			1		
51 – 75		1	2			1		
76 – 100			3					
101 – 125			1					
126 – 150			2					
151 – 175			1					
176 – 200								
+200			1					
TOTAL	12	33	34	0	1	10	0	2

NOTE: Some CSCU programs confer both a certificate and a degree and some confer two degrees.

Low Completers

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Animals on Campus Policy

October 24, 2019

WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to the full-participation and equal access for qualified individuals with disabilities to the programs and activities of Connecticut State Colleges and Universities; and

WHEREAS, the Connecticut Fair Employment Practices Act and Connecticut public accommodations laws protect individuals with disabilities and impose obligations on public institutions to provide accommodations; and

WHEREAS, the Americans with Disabilities Act of 1990, as amended, the Fair Housing Act, and Section 504 of the Rehabilitation Act of 1973, prohibit discrimination based on disability, and impose distinct definitions of Service Animals and Emotional Support Animals (“ESAs”) and differing obligations for the utilization of such animals; and

WHEREAS, the Animals on Campus Policy, in accord with applicable federal and state laws, establishes guidelines for addressing issues pertaining to Service Animals and ESAs, and articulates a comprehensive approach to ensuring full-participation and equal access for qualified individuals with disabilities in CSCU programs and activities; and

WHEREAS, it is the intent of the BOR and each of its Colleges or Universities to maintain a safe and welcoming environment free from discrimination and to cultivate a diverse and inclusive environment by accommodating a broader range of individuals; therefore be it

RESOLVED, That the Board of Regents formally adopts the Animals on Campus Policy.

A True Copy:

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

ITEM

The Board of Regents for Higher Education adopts a policy concerning Animals on Campus Policy.

BACKGROUND

Connecticut State Colleges and Universities (“CSCU”) campuses are subject to a number of federal and state antidiscrimination laws. At the state level, the Connecticut Fair Employment Practices Act (“CFEPA”) and Connecticut public accommodations laws protect individuals with disabilities and impose obligations on public institutions to provide accommodations. At the federal level, Titles I, II and III of the Americans with Disabilities Act of 1990 (“ADA”), as amended, Fair Housing Act (“FHA”), and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibit discrimination based on disability. These laws impose distinct definitions of service and emotional support animals as well as differing obligations upon colleges and universities to accommodate individuals with disabilities.

Under the ADA, a service animal (“Service Animal”) is a dog or miniature horse specifically trained to do work or perform tasks for the benefit of an individual with a disability. This may include a physical, sensory, psychiatric, intellectual, or other disability. Generally, Service Animals are permitted to accompany their handlers at all times and all places throughout CSCU campuses where students, members of the public and other participants in services, programs or activities are permitted to go. When the individual’s disability or the Service Animal’s task or work is not obvious, only the following limited inquiry is permitted: 1) Is the Service Animal required because of a disability?; and 2) What work or task has the Service Animal been trained to perform to assist you with your disability?

An Emotional Support Animal (“ESA” or “ESAs”) is any animal specifically designated by a licensed medical practitioner to provide companionship, therapeutic and emotional support, or passive comfort to an individual with a disability in order to alleviate or mitigate one or more identified symptoms or effects of that disability. However, an ESA does not qualify as a Service Animal under Section 504 and the ADA. Unlike Service Animals, requests for ESAs must be accompanied by documentation from the licensed medical practitioner justifying the need for an ESA.

The need for this policy arose due to issues surrounding the influx of ESAs on campuses. ESAs and Service Animals provide different functions and are treated differently under the law. Therefore, the purpose of the policy is to explain the differences in the law with regard to Service Animals and ESAs, outline the rights and responsibilities of their handlers, and provide guidance to ensure discrimination free campuses acting in compliance with the law.

Consequently, a significant amount of time has been invested in meeting with and incorporating input from stakeholders who encounter various issues involving Service Animals and ESAs on CSCU campuses. This policy has been reviewed by Human Resources, Offices of Diversity and Inclusion, Disability Services Council, Student Affairs, Housing and Residential Life, Law Enforcement and Security, and Legal Affairs. The policy applies to students, employees, visitors and members of the public attending, working at or visiting CSCU campuses, and sets forth

specific requirements and procedures concerning the appropriate use of and protocols associated with Service Animals and ESAs.

ANALYSIS

In recent years, nationwide requests to bring Service Animals and ESAs on college and university campuses have dramatically increased. The bouncing bunny, the fluffy puppy and the more exotic companions such as snakes and bearded dragons, which would have been promptly exiled from a campus residence no more than a decade ago, can be, under certain circumstances, a reasonable accommodation for qualified individuals with disabilities. Federal and state antidiscrimination laws affirmatively require public institutions to provide reasonable accommodations to individuals with disabilities. The Equal Employment Opportunity Commission (EEOC), Department of Education Office of Civil Rights (OCR) and Commission on Human Rights and Opportunities (CHRO) treat categorical refusals to evaluate a requested accommodation as unlawful without regard to the particular merits or circumstances of the request. This does not mean that an accommodation request must be granted, but it does mean that CSCU campuses have an affirmative obligation to engage the requestor in an interactive process to determine the need and reasonableness of the request. Colleges and universities must document their analyses, rationale and conclusions.

To complicate matters, a significant amount of misinformation and skepticism abounds regarding ESAs and Service Animals online and elsewhere. There are reported incidents of individuals fraudulently representing oneself as having a right to be accompanied by a Service Animal, but college and university campuses are limited to the two-question inquiry. Unlike Service Animals, ESAs require documentation from a licensed medical practitioner justifying the need for an ESA. Unfortunately, this type of verification can be easily fabricated as online services, for a certain price, can connect individuals with persons who would provide them with a documentation without the necessary established treatment relationship or an appropriately articulated nexus between the individual's disability and the therapeutic relief provided by an ESA.

To address these concerns and the differing obligations in accommodating individuals with disabilities, the policy outlines the processes, within the bounds of governing federal and state law, to engage individuals in an interactive process, appropriately evaluate, and reasonably accommodate requests for ESAs on CSCU campuses. Specifically, the policy requires a licensed medical practitioner to have the requisite professional qualifications to make a diagnosis of the student's condition, and to articulate the necessity for the accommodation and the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by an ESA. Furthermore, the policy outlines handler responsibilities and the appropriate etiquette for interacting with Service Animals and ESAs. It establishes clear guidelines for addressing issues when Service Animals and ESAs create unmanageable disturbances or interferences with routine CSCU activities, pose or exhibit a direct threat to the safety of others or to the health or wellbeing of the campus community, or cause an undue hardship for other employees in the workplace or students who reside in campus housing.

While addressing the various concerns and outlining the rights and responsibilities, the policy articulates a comprehensive approach to ensuring full-participation and equal access for qualified individuals with disabilities in the programs and activities of CSCUs. Most importantly, the policy affirms BOR's commitment to cultivating diversity and enriching our educational communities by accommodating a broader range of individuals.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt the Animals on Campus Policy.



**Connecticut State
Colleges & Universities**

ANIMALS ON CAMPUS POLICY

The Board of Regents for Higher Education (“BOR”) recognizes the importance of service animals as defined by the Americans with Disabilities Act of 1990 (“ADA”) (See 42 U.S.C. § 12101, et seq.) and assistance animals¹ under the Fair Housing Act (“FHA”) (See 42 U.S.C. § 3601, et seq.) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Connecticut state law regarding Service Animals may be found under C.G.S. § 46a-44. This policy may be reviewed and revised, if and as necessary, as directed by the Board of Regents for Higher Education.

The BOR has established this policy regarding Service Animals and Emotional Support Animals to facilitate full-participation and equal access in the programs and activities of Connecticut State Colleges and Universities (“CSCU”). This policy applies to students, employees, visitors and members of the public attending, working at or visiting CSCU campuses, and sets forth specific requirements and procedures concerning the appropriate use of and protocols associated with Service Animals and Emotional Support Animals.

Table of Contents

Section I:	Definitions
Section II:	Controlled and Restricted Areas
Section III:	Information and Responsibilities for Students, Staff, and Faculty
Section IV:	Information for Visitors
Section V:	Animals in Campus Housing
Section VI:	Conflicting Disabilities or Other Special Circumstances
Section VII:	Reasonable Accommodation Process for Employees
Section VIII:	Handlers’ Responsibilities Regarding Animals on Campus
Section IX:	Restrictions, Access Denial, or Removal of Animals
Section X:	Exclusions
Section XI:	Appeals and Grievances Process

¹ Under the Fair Housing Act and Section 504 of the Rehabilitation Act of 1973, the term “Assistance Animals” is an overarching term that encompasses Service Animals *and* Emotional Support Animals. To avoid confusion, the term “Assistance Animals” is not used in this policy, and instead, the terms “Service Animals” and “Emotional Support Animals” are used to separately address the practical implications of each term.

I. Definitions

A. Service Animals

A service animal (“Service Animal”) is any dog or miniature horse specifically trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other disability. The ADA limits Service Animals to dogs and miniature horses. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department will assess requests for the use of a miniature horse by individuals with disabilities on a case-by-case basis and in accordance with ADA regulations. Other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of this definition. The work or tasks performed by a Service Animal must be directly related to the individual's disability.

B. Trainer and Service Animals in Training

A trainer is an individual who is qualified to train Service Animals to aid and guide persons with disabilities (“Trainer”). A service animal in training is a dog or a miniature horse that is being trained as a Service Animal (“Service Animal in Training”).

Trainers must be employed and authorized to engage in training activities by a guide or assistance dog organization that complies with criteria for membership in a professional association of guide dog or assistance dog schools. The Trainer also must carry photographic identification indicating such employment and authorization.

In Connecticut, all dogs, including Service Animals, must be licensed, vaccinated against rabies and wear a license tag issued by the town clerk. All Service Animals and Service Animals in Training, including puppies, that are being trained to become a Service Animal, must wear an orange-colored bandana, leash, collar, harness, cape or coat that identifies the animal as a Service Animal or Service Animal in Training.

C. Emotional Support Animals

An Emotional Support Animal (“ESA” or “ESAs”) is any animal specifically designated by a licensed medical practitioner to provide companionship, therapeutic and emotional support, or passive comfort to an individual with a disability in order to alleviate or mitigate one or more identified symptoms or effects of that disability, but does not qualify as a Service Animal under Section 504 and the ADA. An ESA may provide an individual with a disability an equal opportunity to use and enjoy a dwelling, workplace, or other area, provided there is a nexus between the individual's disability and the assistance or support the animal provides. Some ESAs are professionally trained, but in other cases, ESAs provide the necessary support to individuals with disabilities without any formal training or certification. Dogs are commonly used as ESAs, but any animal may serve a person with a disability as an ESA. ESAs are not Service Animals.

D. Pet

For the purposes of this policy, a pet is any other animal that is not a Service Animal or an ESA.

E. Handler

A handler (“Handler”) is an individual with a disability who requires the use, support or service of an animal on CSCU property, workplace or campus housing.

F. Controlled Space

A controlled space(s) (“controlled space”) is any indoor or outdoor area owned or controlled by CSCU with limitations on use or access. Such areas may include, but are not limited to, classrooms, campus housing, workplace areas, libraries, cafeterias, practice fields, stadiums, lecture halls, etc.

Areas open to the general public with no limitations on access are not controlled spaces. Examples include sidewalks, lawns, parking lots, streets, etc.

G. CSCU Property

CSCU property includes all areas owned or controlled by CSCU or its constituent units.

H. Authorized Staff

For the purposes of this policy, “authorized staff” includes Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel, Facilities Management, or CSCU faculty.

I. CSU Campus(es)

For the purposes of this policy, Connecticut State Universities (“CSUs” or “CSU campuses”) within the Connecticut State Colleges and Universities system that provide campus housing.

J. Disability Services Office, ADA/Section 504 Coordinator, Office of Diversity and Inclusion, and Human Resources Department

Each CSCU campus may have a different term for the disability services office or its equivalent. The terms “Disability Services,” “ADA/Section 504 Coordinator” or its equivalent refer to the campus offices serving students. For purposes of this policy, “Disability Services” includes “ADA/Section 504 Coordinator” or its equivalent. The “Office of Diversity and Inclusion” or the “Human Resources Department” are interchangeable terms and refer to the offices serving employees.

K. Licensed Medical Practitioner

A licensed medical practitioner (“licensed medical practitioner”) professionally qualified to make a diagnosis of the condition and is familiar with the individual’s disability, and qualified to articulate the necessity for the accommodation and the nexus between the individual’s disability and the therapeutic relief of one or more symptoms of the individual’s disability provided by an ESA. A licensed medical practitioner includes, but is not limited to, a professional in the appropriate area of specialization (e.g. psychologist, psychiatrist, therapist, social worker, etc.) with whom the individual with a disability has an established or longstanding and current treatment relationship. Generally, the licensed medical practitioner verifying the need for the ESA should be working and residing in Connecticut or in the same state as the individual requesting the accommodation. However, Disability Services or its equivalent, Office of Diversity and Inclusion, or the Human Resources Department must determine whether the documentation is satisfactory, whether the licensed medical practitioner is professionally qualified to diagnose the disability, whether the therapeutic relationship is established and current, and whether the need for the accommodation is demonstrated by the supporting documentation.

L. Office of Housing and Residence Life

Each CSU campus may have a different term for housing and residence life office or its equivalent. For the purposes of this policy, the term “Offices of Housing and Residence Life” (“Residence Life”) refers to the campus offices providing housing. Residence Life oversees the student experience of living on campus, manages all room assignments and administers the facilities operations of all student residences on CSU campuses or within their control. These responsibilities include but are not limited to managing housekeeping and maintenance efforts, and ensuring that all residence options are welcoming, safe, inclusive, secure and well-maintained.

II. Controlled or Restricted Space

With the exception of outdoor areas open to the general public and other approved exceptions to this policy, no one is permitted to bring animals onto CSCU controlled or restricted spaces. However, individuals with disabilities may bring Service Animals and ESAs on or into CSCU controlled or restricted spaces as provided below.

A. Service Animals

Service Animals are generally permitted to accompany their Handlers at all times and all places throughout CSCU campuses where students, members of the public and other participants in services, programs or activities are permitted to go. Service Animals may also reside in campus housing.

Students with disabilities accompanied by a Service Animal are encouraged to contact Disability Services in advance of beginning classes. Such courtesy notification allows

Disability Services to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

However, CSCU or its constituent units may prohibit the use of Service Animals in controlled or restricted spaces due to health or safety restrictions, or when required by federal regulations or other applicable law. Restricted spaces may include, but are not limited to:

1. food preparation areas;
2. custodial closets, boiler rooms, and facility equipment rooms;
3. biologically sensitive or hazardous research laboratories;
4. classrooms that contain research animals;
5. motor pools, rooms with heavy machinery, wood and metal shops;
6. areas that require protective gear or clothing; or
7. any other areas outlined in federal, state or local laws as inaccessible to animals.

Prior to excluding a Service Animal from a particular space, CSCU and its constituent units must engage in an individualized analysis to determine whether significant risk exists and whether modifications to its practices would mitigate such risk and enable the individual with a disability to use the Service Animal.

If the individualized analysis determines that the Service Animal poses a health or safety risk, CSCU and its constituent units must ensure the individual with a disability has an opportunity to participate in the program or activity without the Service Animal.

B. Service Animals in Training

Trainers are entitled to enter areas open to the public with a Service Animal in Training. However, Trainers with Service Animals in Training are not permitted in classrooms, campus housing, workplace, or other controlled or restricted areas.

C. Emotional Support Animals

Generally, approved ESAs are not permitted in any CSU controlled space (e.g. libraries, dining halls, classrooms, academic buildings, labs, etc.) other than the assigned living accommodations within campus housing to which the Handler is assigned, except to the extent the Handler takes the ESA out for natural relief.

However, Disabilities Services on all CSCU campuses may consider requests for ESAs to accompany Handlers to non-campus housing controlled spaces, provided that, such requests are reviewed and approved through the reasonable accommodation process consistent with this policy and applicable laws.

D. Workplace Reasonable Accommodation

Approved Service Animals or ESAs assisting or supporting employees may be permitted within the individual's workplace as an accommodation or a modification for a disability, but must be reviewed and approved by the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, consistent with applicable laws and CSCU policies.

E. Pets

Except for fish in 20-gallon or smaller tanks, pets are not permitted in or on any controlled or restricted spaces on CSCU property.

III. Information and Responsibilities for Students, Faculty and Staff

Students, staff, and faculty members must maintain institutional standards of performance.

A. Service Animals

Faculty, staff and other students may not request documentation, such as proof that the Service Animal has been certified, trained, or licensed as a Service Animal. When the need for the Service Animal is obvious, specific questions about the Handler's disability are not permitted. When the individual's disability or the Service Animal's task or work is not obvious, only authorized staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel, Facilities Management, or faculty) may make the following limited inquiry:

1. Is the Service Animal required because of a disability?
2. What work or task has the Service Animal been trained to perform to assist you with your disability?

An affirmative answer to the first question and a reasonable description in response to the second ends the permissible inquiry. However, if the Service Animal exhibits behavior inconsistent with a trained Service Animal, or the Handler fails to maintain control of the Service Animal, authorized staff should report the incident(s) to Disability Services or its equivalent, who may revisit the question of whether the animal is a Service Animal.

B. Animals on CSCU Campuses Etiquette

Faculty, staff and other students may not:

1. Pet, touch or feed Service Animals or ESAs without the Handler's permission;
2. Ask the Handler to make the Service Animal perform the work or task;
3. Deliberately startle or distract Service Animals or ESAs; or
4. Separate or attempt to separate a Handler from a Service Animal or an ESA.

C. Reporting Animals' Concerning Behavior

If an animal has injured someone or another animal, is exhibiting aggressive or disruptive behavior, is posing a direct threat to the health or safety of others, or the Handler is unable to maintain control of the animal, faculty, staff or students should contact the law enforcement or security personnel office with a general description of the animal's concerning behavior, name of the Handler (if known), time, date, and location of the incident(s), and if circumstances require, request assistance with the removal of the animal. After filing the incident report, the faculty, staff, or student reporting the incident may also refer the incident to the campus Student Affairs Office, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

IV. Information for Visitors

Visitors planning to bring their Service Animals or Service Animals in Training to public areas of CSU campuses are not required to request permission from CSU campuses prior to the visit. However, if the disability is not obvious, authorized staff may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the visitor's disability.

V. Animals in CSU Campus Housing

A. Process for Students with Service Animals

Handlers are not required to seek permission prior to bringing a Service Animal onto CSU property where students, members of the public and other participants in services, programs or activities are permitted to go. The Handler's use of a Service Animal must not be handled as a request for a reasonable accommodation. Rather, the animal must only meet the ADA definition of a Service Animal to be permitted in campus housing. However, if the disability is not obvious, authorized staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel office, Facilities Management, or faculty) may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the Handler's disability.

If a Handler with a disability plans to reside in campus housing, the Handler is encouraged to contact Disability Services and Residence Life to provide notice of the need for a Service Animal in advance of beginning residence. Such courtesy notification allows Disability Services and Residence Life to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

If a student needs other accommodations while attending classes, documentation of the disability and a separate request for accommodations must be made to Disability Services or its equivalent in accordance with campus ADA/Section 504 procedures.

B. Process for Students Requesting an ESA Accommodation

Students who plan to reside in campus housing are responsible for identifying themselves as an individual with a disability(ies) to Disability Services or its equivalent when seeking a reasonable accommodation in campus housing.

A student must contact Disability Services or its equivalent to request an ESA accommodation under the established interactive process at each CSU campus and meet with Disability Services or its equivalent to discuss the need and the reasonableness of the ESA. This process must be completed each academic year during which the individual will be residing in campus housing. Campus housing accommodations depend on availability of space and are not guaranteed.

Each CSU campus has its own Disability Services and Residence Life accommodation processes. However, all CSU campuses must comply with the following general guidelines:

1. Before an ESA can move into campus housing, the student requesting an ESA accommodation must register with Disability Services or its equivalent prior to the start of the semester within the timeframe provided by each CSU campus by completing the appropriate intake form. Forms are generally available in the Disability Services offices and on campus websites. If the student requires assistance in completing the intake form because of disability, Disability Services can assist with completing the form. Disability Services is required to keep a record of all requests.
2. Students requesting a housing accommodation must contact Residence Life and follow the respective CSU campus housing accommodation request process within the timeframe provided by each campus.
3. Disability Services or its equivalent will evaluate the accommodation request and determine whether the presence of the ESA is necessary to assist, perform tasks or services, or provide emotional support that alleviates one or more of the identified symptoms or effects of a student's existing disability.
4. When a student's disability is not readily apparent or otherwise known, Disability Services or its equivalent may ask for credible information verifying the disability or disability-related need for the ESA. If a disability is known, but the need for an ESA is not readily apparent, Disability Services or its equivalent may request disability-related documentation for the ESA. In evaluating such requests, Disability Services should request permission from the Handler to directly contact the licensed medical practitioner and obtain the necessary information. Disability Services may confer with Residence Life, the Counseling Center, Health Services and other individuals on or off

campus, as necessary, to determine whether the requested accommodation is necessary and reasonable. However, this documentation cannot be requested when the disability and need for the animal are readily apparent.

5. A licensed medical practitioner professionally qualified to make a diagnosis of the condition and familiar with the student's disability, the necessity for the accommodation, and the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by an ESA, must provide the requested information to Disability Services or its equivalent for evaluation. A licensed medical practitioner's conclusion concerning the need for a requested accommodation may be probed, or ultimately rejected by the Disability Services or its equivalent, if the licensed medical practitioner's expertise does not appear to be adequate, or the conclusion does not appear to be supported by the rationale provided. However, Disability Services or its equivalent must provide a well-documented justification for rejecting the licensed medical practitioner's expertise or conclusion(s).

IMPORTANT NOTE: A significant amount of misinformation regarding ESAs exists online. ESA verification services purchased online may not be sufficiently reliable to verify an individual's disability and the disability-related need for an ESA. Many services claiming to provide registration or certification are not legitimate as they convey no legal protections for the animal or the Handler. Individuals with questions regarding what constitutes a licensed medical practitioner should contact Disability Services or its equivalent for more information.

6. Financial or Administrative Hardship or Fundamental Alteration of Campus Housing

Based on the information provided, Disability Services will evaluate the housing accommodation request and determine whether the presence of the ESA is reasonable in CSU campus housing.

To ensure that the presence of an ESA is not an undue financial or administrative hardship or a fundamental alteration of campus housing, each CSU campus reserves the right to assign an individual with an ESA to a room with or without a roommate, as available housing accommodations permit.

Since ESAs are not required to be specifically trained to do work or perform tasks for the benefit of an individual with a disability, Disability Services or its equivalent may request the Handler to provide sufficient documentation regarding the ESA, including the ESA's temperament and any other relevant information to determine whether the accommodation request is reasonable.

Disability Services or its equivalent in consultation with Residence Life may consider the following factors, among others, in determining whether the presence of the animal is reasonable in the making of campus housing assignments:

- a. The size of the animal is too large for available assigned housing space;
- b. The animal's presence would force another individual from individual housing (e.g. serious allergies);
- c. The animal's presence otherwise violates individuals' right to peace and quiet enjoyment;
- d. The animal is not housebroken or is unable to live with others in a reasonable manner;
- e. The animal poses or has posed in the past a direct threat to the individual or others such as aggressive behavior towards or injuring individuals or other animals; or
- f. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.

A determination that an ESA poses a direct threat or harm to others or will behave disruptively, must be based on an individualized assessment that relies on objective evidence about the specific ESA's actual conduct. This determination cannot be based on mere speculation or fear about the types of harm or damage an animal may cause, and not on evidence about harm or damage that other animals have caused.

VI. Conflicting Disabilities or Other Special Circumstances

A. Conflicting Disabilities

The Handler must provide written consent to Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to disclose information regarding the request for and presence of an ESA or a Service Animal to those individuals who may be impacted by the presence of the animal, including but not limited to, Residence Life, potential or actual roommate(s), neighbor(s) or co-workers. Such information will be limited to information related to the animal and not include information regarding the Handler's disability.

Some individuals on campus may have severe allergic reactions or other medical conditions in response to animals that are substantial enough to qualify as a disability. When conflicting disabilities intersect, such individuals should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to evaluate the needs of both individuals in meeting each campus' obligation to reasonably accommodate all individuals with disabilities and resolve the conflict as efficiently as possible.

B. Religion and Disability

If conflicts arise between individuals with respect to a reasonable accommodation involving an animal and religious practices, neither the disability nor the religious practice should automatically prevail. While the ADA, Section 504 and the FHA protect individuals with disabilities, the First Amendment to the United States Constitution protects

individuals in the exercise of their religions. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department must evaluate the needs of both individuals and find a way to accommodate both parties.

C. Other Special Circumstances

Students should contact Disability Services or its equivalent, and employees should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to discuss any special circumstances or to request exceptions to this policy.

VII. Reasonable Accommodation Process for Employees

Employees seeking a reasonable accommodation for a Service Animal or an ESA in the workplace or in campus housing should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, and follow the reasonable accommodation process for employees.

VIII. Handler's Responsibilities Regarding Animals on Campus

- A.** A Service Animal or an ESA is the full responsibility of the individual with a disability. The Handler must be in full control of the animal at all times. The care and supervision of such animals is the sole responsibility of the Handler. The Service Animal or an ESA must be maintained and used at all times in ways that does not create safety, health or other hazards for other people or any property. The Handler must fully cooperate with campus personnel and meet the terms of this policy with regard to the Service Animal or an ESA.
 - 1. If required by state or local law, covered Service Animals and ESAs must wear a tag issued by the town clerk any time the animal is on CSCU property.
 - 2. When applicable, animals must have an annual clean bill of health signed by a licensed veterinarian, including vaccinations and immunity shots against rabies or other diseases common to the type of animal. Handlers are responsible for ensuring that all vaccinations are current, and animals that are required to have rabies vaccinations, wear a rabies vaccinations tag at all times. It is the Handler's responsibility to know and understand the applicable laws, ordinances and regulations with respect to licensing and vaccination of animals. CSCU campuses reserve the right to request documentation evidencing that the animal has been licensed and vaccinated.
 - 3. The Handler is required to maintain control of a Service Animal or an ESA at all times. Service Animals and ESAs, if physically feasible and appropriate, must be harnessed or leashed when the animal is in a public area, unless these devices interfere with the Service Animal's ability to perform a task that it could not accomplish while harnessed or leashed. In this case, the Handler must maintain control over the Service Animal through voice, signal, or other control. The Handler does not need to keep the Service

Animal or ESA harnessed or leashed in the Handler's assigned room within campus housing.

4. Handler must not leave a Service Animal or an ESA in campus housing if Handler leaves campus housing overnight. Handler must keep the animal in the assigned room, or in an appropriate container while the Handler is not with the animal.
5. The Handler is responsible for cleaning up an animal's waste as directed by the campus Residence Life or Facilities Management. Individuals who are not physically able to pick up and dispose of animal waste are responsible for making all necessary arrangements for assistance. CSCU staff are not responsible for these services.
6. The Handler is required to ensure that the Service Animal or an ESA is well cared for at all times. Any evidence of animal mistreatment or abuse may result in the immediate removal of the Service Animal or an ESA, discipline of the Handler, or both.
7. CSCU personnel are not required to provide care or food for any Service Animal or ESA, including but not limited to, removing the animal during an emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and are not responsible for the care, damage to, or loss of the animal.
8. The Handler bears the financial responsibility for property damage or bodily injury caused by a Service Animal or an ESA.
9. Handler is responsible for any expenses incurred by CSCU for cleaning above and beyond a standard cleaning and for repairs to CSCU property that are assessed after the Handler and the Service Animal or an ESA vacate CSU campus housing or other CSCU property. CSCU reserves the right to bill the Handler's student account for assessed cleaning fees.
10. Handlers are responsible for regular bathing, grooming, odor and pest control. Animals must not be cleaned or groomed in restrooms, locker rooms, or other campus facilities. The Handler's assigned CSU campus housing may be inspected for fleas, ticks or other pests if necessary as part of Residence Life or Facilities Management standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the Handler's assigned campus housing, including any other adjacent areas, will be treated using approved fumigation methods by a campus-approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond the standard pest management in campus housing facilities. CSU campuses reserve the right to bill the individual Handler's account for unmet obligations under this provision.
11. The Handler is responsible for notifying Disability Services or its equivalent in writing if an ESA is no longer needed or is no longer in residence. To replace an ESA, the new animal must be necessary because of the Handler's disability and the Handler must follow the process outlined in this policy when requesting a different ESA.

12. For ESA access to campus housing, Handlers are required to renew requests every academic year or as applicable at each CSU campus. If the ESA is returned to campus housing without proper renewal, the ESA may be removed from campus until approval is complete.
13. Should an ESA or a Service Animal be removed from CSU campus housing for any reason, the Handler is expected to fulfill the CSU campus housing obligation for the remainder of the contract.

IX. Restrictions, Access Denial, or Removal

Depending on the seriousness of the Handler's or animal's conduct or repeated conduct, CSCU and its constituent units may temporarily or permanently impose restrictions on, deny access or remove a Service Animal or an ESA. Restriction, access denial or removal of an animal are considered on a case-by-case basis in consultation with Disability Services, Residence Life, the Office of Diversity and Inclusion, Human Resources Department, faculty or campus law enforcement or security personnel offices, as applicable.

A. CSCU reserves the right to restrict, deny access, or remove any ESA under the following circumstances:

1. Fundamental Alteration or Undue Hardship

The ESA must not cause undue interference with routine CSCU activities, including campus housing, or cause an undue hardship for other students who reside in campus housing or other employees in the workplace. If the ESA's presence results in an undue financial or administrative hardship, or fundamentally alters CSCU policies, CSCU reserves the right to remove or exclude the ESA.

2. Direct Threat to Safety, Health or Wellbeing of the CSCU Community

An ESA may be removed from CSCU property temporarily or permanently if it poses or exhibits a direct threat to the safety of others, or if it is not housebroken, or poses a threat to the health or wellbeing of the campus community due to improper or inadequate care of the ESA. If circumstances require, authorized staff may contact the campus law enforcement or security personnel office to engage an animal control or another animal welfare agency to remove an animal exhibiting a safety or a health threat.

3. Substantial Physical Damage or Harm to CSCU Property or the Property of Others

An ESA may be removed from campus temporarily or permanently if it has caused or would cause, based on the objective evidence about the specific ESA's actual conduct,

substantial physical damage to the property of others, including any CSCU property, and it is not possible to reduce or eliminate the threat by another reasonable accommodation.

B. CSCU reserves the right to restrict, deny access, or remove any animal from campus if:

1. The Animal Creates Disruptions, Unmanageable Disturbances or Interferences

All animals on CSCU property must be under the control of the Handler at all times. If the animal or its presence creates an unmanageable disturbance or interference with the CSCU community, CSCU and its constituent units reserve the right to restrict, deny access, or remove the animal from CSCU property.

If any animal is disruptive in the classroom, the faculty may ask the Handler and the animal to leave the classroom immediately. If a Handler's animal is disruptive in the workplace, the Handler's supervisor may ask the Handler and the animal to leave the workspace immediately, and the Handler must follow the workplace process for handling such disruptions in accordance with established procedures, guidance or applicable union contracts. If the animal is disruptive at a CSCU event or function, the organizer may require the Handler and the animal to leave the event or function immediately.

When such disruptions occur, the impacted faculty, supervisor, or event or function organizer should, depending on the circumstances, contact the Disability Services or its equivalent, the Office of Diversity and Inclusion or the Human Resources Department, or campus law enforcement or security personnel to report the incident.

If an animal is excluded, removed, or denied access to CSCU property, the Handler with a disability must be offered an opportunity to return to the service, workplace, event or function without the animal.

2. The Handler Does Not Comply With Section VIII Handler's Responsibilities

If the Handler violates any of the Handler's responsibilities outlined in Section VIII, such violation(s) may result in the immediate removal of the animal from CSCU property, and may be reviewed through the student conduct or appropriate employee disciplinary process, as applicable. Any violations of CSCU BOR policies are addressed in accordance with applicable policies and campus procedures.

Handlers with concerns about restriction, access denial, or removal of their Service Animal or an ESA should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

X. Exclusions

This policy does not apply to:

- A. Fish in aquariums no larger than 20-gallon tanks;
- B. Requests for the presence of animals within controlled spaces for non-educational purposes must be reviewed and approved by the campus Provost's Office, Dean of the Student Affairs Office, or their designees;
- C. Animals used in police, search and rescue operations on CSCU property;
- D. Animals trained for and used in a clinical therapeutic setting on CSCU property, such as a counseling center;
- E. Animals used in Institutional Animal Care and Use Committee approved research, education or testing of animals, based on requests by faculty for such use in accordance with CSCU policy.

XI. Appeals and Grievances Process

Handlers covered by this policy who believe CSCU campuses have not met their obligations under this policy or applicable laws, are entitled to due process and appeal rights and should follow the established appeals or grievance process at the respective CSCU campus.

Any questions regarding this policy may be addressed to Disability Services or its equivalent, including the ADA/Section 504 Coordinator, the Office of Diversity and Inclusion, or the Human Resources Department at each CSCU campus, as applicable.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Opioid Overdose Prevention and Awareness

October 24, 2019

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to maintaining safe and substance-free campuses for all students, employees and visitors; and
- WHEREAS, Connecticut Section 7 of Public Act 19-191 (the “Act”) requires the president of each institution of higher education to develop and implement a policy concerning the availability and use of opioid antagonists, submit the policy to the Department of Consumer Protection (“DCP) for approval and post its DCP-approved policy on its website by no later than January 1, 2020; and
- WHEREAS, It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention and to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA; and
- WHEREAS, This policy directs each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related overdose prevention; therefore be it
- RESOLVED, That the Board of Regents formally adopts Opioid Overdose Prevention and Awareness Policy.

A True Copy:

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

ITEM

The Board of Regents for Higher Education adopts a policy concerning Opioid Overdose Prevention and Awareness.

BACKGROUND

Section 7 of Public Act 19-191 (“the Act”) became effective on July 1, 2019. Section 7 of the Act requires the president of each higher education institution in the state to develop and implement a policy concerning the availability and use of opioid antagonists, submit the policy to the Department of Consumer protection for approval and post its DCP approved policy on its website by no later than January 1, 2020.

ANALYSIS

In the unfortunate instance of opioid overdose, proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA (“IN kits”) are effective in preventing fatal overdose. The Policy concerning Opioid Overdose Prevention is a statement of policy by the Board of Regents to address the opioid epidemic. The policy states the BOR’s intent to prevent opioid overdose through prevention awareness, and provides a directive to its constituent institutions to develop and implement procedures for acquiring, storing and administering IN kits.

Given that the Act requires institutional procedures to encompass detailed logistics, it is not feasible or advisable to create a single set of procedures to apply to all institutions. For instance, each institution must purchase or acquire IN kits through a local authorized medical prescriber, develop relationships with community health organizations to provide training, store the IN kits according to manufacturer’s guidelines in designated locations, and determine who will be trained to administer IN kits during opioid overdose emergencies. In light of these variables, each institution is best suited to develop and implement its own procedures given its environment and resources.

To assist the institutions with meeting the January 1, 2020 deadline, the Office of Legal Affairs is providing guidance regarding the required procedures and is acting as the conduit to the Department of Consumer Protection. The institutions are aware of these requirements and timeframes and are currently working on their Procedures.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt the Opioid Overdose Prevention Policy.

Board of Regents for Higher Education
Connecticut State Colleges and Universities

Policy regarding

OPIOID OVERDOSE PREVENTION AND AWARENESS

Statement of Policy

The Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) is committed to maintaining safe and substance-free campuses for all students, employees and visitors. It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention. In the unfortunate instance of opioid overdose, it is the intent of the BOR and the CSCU to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA (“Intranasal Naloxone” or “IN kits”).¹ Therefore, this policy serves to direct each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related drug overdose persons.²

Campus Specific Opioid Overdose Prevention Procedures

Upon adoption by the Board all CSCU institutions will, within 30 days of adoption of this policy, prepare and forward to the CSCU Office of Legal Affairs, campus specific Opioid Overdose Prevention Procedures (“Procedures”) consistent with the requirements of Public Act 19-191. As such, all submitted Procedures shall include details regarding the following:

- Designation of medical or public safety professionals to oversee the purchase, storage and distribution of the Intranasal Naloxone;
- Procedures for the purchase and distribution of IN kits;
- Identification of the location(s) on each campus where the IN kits are stored and accessible to students and employees;
- Procedures for the storage of IN kits according to manufacturer’s guidelines and appropriate disposal;

¹ Intranasal Naloxone is a proven and effective emergency treatment for known or suspected opioid overdoses. Such medications are not a substitute for emergency medical care. However, when administered during an opioid overdose, and with proper emergency medical assistance, lives may be saved.

² The Connecticut Good Samaritan Law allows anyone, if acting with reasonable care, to administer an opioid antagonist to a person one believes in good faith is experiencing an opioid-related drug overdose without criminal or civil liability.

- Procedures for the training of individuals to access and administer the IN kits in emergency situations; and
- Requirements that emergency medical services/911 be called each time the IN kit is administered on campus.

The CSCU Office of Legal Affairs will submit all College and University Opioid Overdose Prevention Procedures to the Department of Consumer Protection for approval. Upon approval and by no later than December 31, 2019 each College and University shall post and maintain its Procedures in an easily accessible manner on each institution's website at all times. Each CSCU institution is responsible for maintaining its information current on its website and within its written emergency response Procedures.

Awareness Campaigns

Each CSCU College and University will develop and implement a process to continually educate students, faculty and staff regarding opioid overdose prevention and IN kit availability on their campuses through a multi - faceted approach including, but not limited to, email, institutional websites, social media, posters, new student and employee orientations, and open on – campus opioid overdose response trainings. Campuses are encouraged to engage students from health professions schools (e.g. nursing, social work), student organizations (e.g. student government, health promotion, students for sensible drug policy), or community organizations to promote awareness and education with the goal of preventing opioid overdose deaths.

The Procedures will thereafter be annually provided to all campus law enforcement officers and security personnel, counseling and medical personnel, resident hall advisors and other campus personnel. Further, this policy shall be presented at student orientation or at student awareness and prevention trainings, and made broadly available at each campus.

Reporting Requirements

Each institution is required to maintain a current record of every IN kit distribution, use or administration at their campus. On or before October 1 of each year, each CSCU institution must report to the CSCU Chief of Staff its statistics and a brief description of every event or incident that required the distribution, use or administration of an IN kit at the respective institution within the prior year (September 1 of prior year through October 1 of current year).