BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday December 3, 2021 at 9:30 a.m.
61 Woodland Street, Hartford., CT – Board Room (ground floor [in person]
AND
Conducted via Remote Participation
Meeting will live stream at: youtu.be/KMdm0pEm0SA

1. KPI Report (Informational Item) - Dr. Greg DeSantis and Dr. Bill Gammell
   www.ct.edu/kpi

2. Approval of Minutes
   a. October 7, 2021 – *Page 1*

3. Consent Items
   a. Discontinuations
      i. American Studies – BA – Western CT State University – *Page 10*
      ii. Earth and Planetary Sciences – BA/BS (Education Track) – Western CT State University – *Page 14*

4. Action Items
   a. Accreditation of a Licensed Program
      i. Cybersecurity – BS – Central CT State University – *Page 18*
      ii. Social Work – Doctorate - Southern CT State University – *Page 29*
      iii. Cybersecurity – AS - Quinebaug Valley CC – *Page 90*

   b. Modifications
      i. Accounting – AS – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 97*
      ii. Advanced Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 101*
      iii. Advanced Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 105*
      iv. Applied Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 109*
      v. Applied Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 113*
      vi. Business Administration – AS - Quinebaug Valley CC [Modification of Instructional Modality] – *Page 117*
      vii. Business Administration – Management Option – AS - Quinebaug Valley CC [Modification of Instructional Modality] – *Page 121*
      viii. Administrative Medical Office Skills – C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality] – *Page 125*
      ix. General Studies – AS - Quinebaug Valley CC [Modification of Instructional Modality] – *Page 129*

x. Cannabis Studies – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 133*
xi. Liberal Arts and Sciences – AA – Quinebaug Valley CC [Modification of Instructional Modality] – *Page 137*
xii. Computer Science – MS – Southern CT State University [Modification of Instructional Modality] – *Page 141*

c. New Programs
   i. Cancer Registry Management – C3 Certificate – Charter Oak State College – *Page 145*
   ii. Physician Practice Management – C2 Certificate – Charter Oak State College – *Page 158*

d. CT State Community College Aligned Degrees & Certificates - Dr. Fran Rosselli-Navarra – *Page 173*

e. CSCU Centers and Institutes
   i. CT Center for School Safety and Crisis Preparation – Western CT State University – Proposed New Center – *Page 228*

f. NEXUS Degree – Provost Jane Gates – *Page 241*

5. Informational Items
   a. Below Threshold
      i. Cannabis Studies – Undergraduate Certificate – Quinebaug Valley CC [Program Modification] – *Page 246*
      ii. Cognitive Neuroscience-Concentration-Eastern CT State University [New Academic Offering] – *Page 249*
      iii. Provider Credentialing Specialist – Undergraduate Certificate – Charter Oak State College [New Offering] – *Page 252*
      iv. Computing Foundations – Graduate Certificate – Southern CT State University [New Offering] – *Page 255*
      v. BS-Chemistry: Environmental Chemistry M.S. Accelerated Pathway — Concentration - Southern CT State University [New Offering] – *Page 257*

   b. CSCU Sabbatical Leaves
      i. Eastern CT State University – *Page 261*

   c. CCS 101 Update

   d. CT State Community College Academic and Student Affairs Policy

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 7, 2021
9:30 a.m. – Conducted via Remote Participation

MINUTES

Regents Present:	Aviva Budd, Merle Harris, Holly Howery, Richard Porth, Colena Sesanker
Staff Present:	Jane Gates, Alison Buckley, Kevin Corcoran, Greg DeSantis, Pam Heleen, Ken Klucznik, Lesley Mara, Steve Marcelynas, Steve McDowell, Fran Rosselli-Navarra, Pat Ryiz, Angelo Simoni, Mike Stefanowicz, Joanne Yurso, Brenda Zanta
Other Attendees:	Tuesday Cooper (MCC), Marianne Fallon (CCSU), Teresa Foley (ACC), Commissioner Manisha Juthani (CT-DPH), Kimberly Kostelis (CCSU), William Lugo (ECSU), Laura McCarthy (NCCC), Jayne Pearson, Bill Salka (ECSU)

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

Chair Harris welcomed new regent, Richard Porth, who will serve on the BOR Academic and Student Affairs Committee and the BOR Audit Committee.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Merle Harris – Present
- Regent Aviva Budd – Not Present at roll call. Regent Budd joined the meeting at 9:36 a.m.
- Regent Holly Howery – Present
- Regent Richard Porth - Present
- Regent Colena Sesanker (ex officio) – Present

A quorum was declared.

1. Approval of Minutes
   a. September 10, 2021
   On a motion by H. Howery and seconded by M. Harris, a vote was taken and the minutes from the September 10, 2021, BOR ASA Committee meeting were approved unanimously.

2. Action Items
   a. CSCU Centers and Institutes
      i. Center for Connecticut Studies – Renewal – Eastern CT State University

Provost Gates stated that Eastern CT State University seeks continuation of the David Morris Roth Center for Connecticut Studies until December 31, 2028. The Center collects preserves, and makes accessible materials on the state's history, genealogy and culture, with a focus on Windham, Tolland, and New London counties.

Provost William Salka, Dr. Patricia Szczys, Dean of Arts & Sciences, and, Dr. Jamel Ostwald, Professor and Chair of the History Department, presented. Provost Salka stated that the Center, established in 1986, is run on a very modest budget from an endowment and ECSU operating funds. The expenses for the Center this year were $30,000, used mainly to support the release time of the co-directors who run the Center. ECSU is in the process of appointing a new director whose primary function will be to raise additional funds to support the Center. The Center is housed within the ECSU School of Arts and Sciences, and it enhances the academic experience of students who are future Social Studies teachers, those who wish to pursue post-graduate studies or those who seek employment in galleries, libraries, archives or museums. ECSU students serve internships at the Center. Dr. Ostwald summarized the services that the Center provides to faculty, students, Social Studies teachers, and members of the community, for example, journalists, genealogists, and historians.

Chair Harris asked how the ECSU Center for Connecticut Studies collaborates with the ECSU Library and other organizations like the CT State Historical Society. Dr. Ostwald responded that the Center is physically adjacent to the ECSU Library and shares some space with it. The ECSU Library focuses on the history of the University and the Center focuses on the history of the town, region and the state. The Center staff works closely with Tara Hurt, the ECSU Librarian and Head of Archives and Special Collections. The Center strives to avoid duplication with the CT Historical Society. The Center for Connecticut Studies focuses on Eastern CT, Willington and Windham.

Chair Harris called for a motion to approve the continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2028. The motion was moved by H. Howery and seconded by A. Budd. A vote to approve the continuation of the Center was taken and it was unanimous.

   b. Revised Mission Statement: Eastern CT State University

Chair Harris called for a motion to approve the modification of the Eastern Connecticut State University Mission Statement. A. Budd moved the motion and R. Porth seconded it.

Provost William Salka presented. ECSU seeks to modify the University's Mission Statement as part of its most recent Strategic Planning process. The Mission Statement was revised to make it shorter and more concise while still reflecting the University's mission as CT's only public Liberal Arts institution. Provost Salka noted that in 1988 the then Board of Trustees changed Eastern CT State University's mission to make the institution a public Liberal Arts university.

Questions/Recommendations from the Committee included:

i. *Should the Mission Statement include something about "careers" to match the CSCU mission regarding "personal and career goals"?* Response: The phrase that we used was that a liberal arts learning experience provides students the knowledge and skills to lead "enriching and purposeful lives", preparing students for entry level positions in which students can evolve professionally and preparing students to become leaders in their communities.

Chair Harris called for a vote to approve the modification of the Eastern Connecticut State University Mission Statement. A vote was taken and it was unanimous.

c. CSCU Criminal Justice Task Force: Final Report and Recommendations

Chair Harris stated that Committee will consider the acceptance of the CSCU Criminal Justice Task Force Final Report and will take a motion after the Committee hears the report recommendations. She commended the Task Force Co-chairs, Dr. Tuesday Cooper and Dr. William Lugo, for their hard work on this very important initiative.

Provost Gates stated that Chair Harris suggested that the CSCU Provost and Sr. Vice President of Academic and Student Affairs form the CSCU Criminal Justice Task Force to identify, review and make recommendations concerning Criminal Justice studies at our institutions and how they advance or impede multicultural and diverse education at CSCU, as well as how our programs prepare students to work in law enforcement and criminal justice in Connecticut

Dr. Lugo noted that the impetus for the Criminal Justice task force was the death of George Floyd and the subsequent mass protests against policing and police brutality. These incidents were a call to action for everyone. Dr. Lugo thanked the BOR and the System Office for answering the call to action. He noted that our institutions of higher education play a critical role. Most police officers get college degrees, and our institutions are educating future police officers. Dr. Lugo thanked Provost Gates who gave the co-chairs the latitude and freedom to create and run the Criminal Justice task force. The two co-chairs included representatives of the following stakeholders on the Task Force: students, faculty, staff, community members and police officers. A list of task force members is on Page 3 of the report.

Dr. Lugo noted that the task force first met in October 2020 and established two goals. It created working groups which each investigated a particular charge. The task force created a timeline and met monthly throughout the academic year. The task force received a grant from the Davis Education Foundation to fund the surveys of students, faculty and law enforcement, and data analysis.

Dr. Cooper discussed the findings of the task force. She noted that there is intentional diversity throughout all Criminal Justice programs. What the task force did not find was intentional anti-racism curriculum, policies or practices. She noted that this is not a criticism but a call to action to work in order to shift curriculum from diversity to being intentionally anti-racist and from diversity to diversity, equity and inclusion. Dr. Cooper stated that the task force collected feedback from the CSCU Academic Council, program coordinators at the community colleges, and the chairs of the four-year institutions' Criminal Justice programs.

Each regent on the Committee commended the report, surveys and the thorough and thoughtful recommendations. Regent Porth stated that the findings and recommendations are an opportunity to shift the focus to a more current way to address the challenges we face.

Questions/Recommendations from the Committee included:

i. *Approximately 1,400 students responded. What percent of the total surveys does this number represent?* Response: The response rate was 15%; but this does not represent all of the students. CCSU and SCSU did not send out the survey and are not represented in the number of students who responded.

ii. *There was much opposition in the survey to mandating a course or mandating a course of action to resolve issues. We don't want to run into opposition. What would bridge the gap? How do we move forward?* Response: (Dr. Lugo) We view the task force as a mini experiment. The final report was unanimously agreed to by the task force; but there was controversy within the task force. It will take time regarding curriculum. The faculty are on board with investigating issues and teaching anti-racist practices; but how we do this is still a question. We need faculty buy-in for support. Non-curriculum committees moved quickly. The curriculum committees did not move as quickly. Response: (Dr. Cooper) The curriculum committee got stalled with reaching a consensus on a definition of anti-racism and determining the impact of having an anti-racist curriculum. One of the ways to bridge the gap is to have a few courses in the system, such as Contemporary Issues, or Special Interests/Topics, tied to anti-racist content, while we work on how to create an anti-racist curriculum.

iii. *Is there a working definition of anti-racist content? Do you have insight on how we might reach consensus?* Response: (Dr. Lugo) There are two different issues. The first is coming to a consensus on the definition of anti-racism. The second is mandating curriculum. There's a willingness to engage. This is a healthy conflict, and this is a conversation that we should be having. Response: (Dr. Cooper) There are many definitions of anti-racism. One definition of anti-racism is actively opposing racist policies and practices and advocating for change around those policies and practices specifically regarding socio-economic and political life. The question is whether CSCU can agree on one specific definition of anti-racism after looking at many definitions or come up with a definition on its own. The CSCU system is already doing diversity, equity and inclusion (DEI) work. Several groups are established and actively working. Anti-racism work should be done in collaboration with these groups. It should be a system-wide effort to come up with a definition of anti-racism.

Chair Harris proposed the following motion - That the Board of Regents for Higher Education accept the submission of the "Final Report and recommendations" from the CSCU Criminal Justice Task Force with deep appreciation to the chairs and members of the Task Force and refers the report to the CSCU Equity Council to review and integrate into its work, and that the CSCU Provost and Senior Vice President engage Criminal Justice chairs, program directors and appropriate faculty to continue work on the report's curriculum and student-centered program recommendations. An update on the report's Recommendations will be provided at the October 2022 Academic and Student Affairs Committee meeting.

Regent Budd asked if the Criminal Justice Task Force will stay intact as appointed. Chair Harris stated that it would be more appropriate for the CSCU Equity Council and those engaged in curriculum work to continue the work of the CSCU Criminal Justice Task Force. Dr. Lugo stated that he and Dr. Cooper will continue to serve as needed, but that the work of the CSCU Criminal Justice Task Force is complete. Chair Harris agreed. The Equity Council and the faculty should continue the work. She asked the co-chairs of the CSCU Criminal Justice Task Force to continue to be involved in these discussions. Regent Budd stated that another consideration from the students' response to the survey is the need for mentoring. Is there a follow up to this issue? Dr. Lugo stated that he and Dr. Cooper have to write final reports for the grants that the task force received. They will address and expand upon the need for student mentoring and pass along the report to the BOR and Dr. DeSantis. Chair Harris commended the co-chairs on raising the money to support this very important work.

Chair Harris called for approval of the motion. Chair Harris moved the motion and A. Budd seconded the motion that the Board of Regents for Higher Education accept the submission of the "Final Report and Recommendations" from the CSCU Criminal Justice Task Force with deep appreciation to the chairs and members of the Task Force and refers the report to the CSCU Equity Council to review and integrate into its work, and that the CSCU Provost and Senior Vice President engage Criminal Justice chairs, program directors and appropriate faculty to continue work on the report's curriculum and student-centered program recommendations. An update on the report's recommendations will be provided at the October 2022 Academic and Student Affairs Committee meeting.

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

d. BOR Policy: Student Athlete's Name, Image, and Likeness

Chair Harris called for a motion to approve the proposed BOR Policy regarding Student Athlete's Name, Image and Likeness. The motion was moved by A. Budd and seconded by R. Porth.

Provost Gates stated that the CT General Assembly enacted Public Act PA-21-132 Section 160 which requires that the governing boards of CT's institutions of higher education adopt policies for student athletes to be compensated for the use of their name, image and likeness. The policy statement has been reviewed and is compliant with Public Act PA-21-132 Section 160 and in alignment with the policies of other institutions of higher education in the state.

Angelo Simoni, Senior Executive Director, Compliance, Equity & Student Relations, presented. Director Simoni stated that this proposed policy applies to the CSCU System. It allows for student athletes to earn compensation through an endorsement contract or employment in an activity unrelated to the intercollegiate athletic program at the universities. Students are allowed to obtain legal or professional representation through a written agreement provided that students follow the rules of the proposed BOR Policy. CSCU's General Council met with the Presidents of the CSUs and Directors of Athletics. The proposed policy follows the format, requirements, and key components, required by the state law, at similar universities, such as the University of CT.

Chair Harris called for a vote to approve the proposed BOR Policy regarding Student Athlete's Name, Image and Likeness. A vote was taken and it was unanimous.

e. BOR Policy: Selection of a Single Office of Postsecondary Education Identification Number (OPEID) for CT State Community College

Chair Harris called for a motion to approve the proposed Single Office of Postsecondary Education Identification Number (OPEID) for the CT State Community College. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Alison Buckley, VP for Enrollment Management and Student Affairs, and, Steven McDowell, AVP Financial Aid Services and Title IV, presented. The CT State Community College (CSCC) seeks approval of a Single Office of Postsecondary Education Identification Number (OPEID) for the CSCC. The OPEID number will be used for the CSCU community college merger application with the US Department of Education. Dr. Buckley stated that this is the first step with the US Department of Education with the merger process. Since we are consolidating the 12 community colleges into one, the CT State Community College, the US DOE directed us to select an existing OPEID from one of the community colleges for the merged institution, and we are requesting to use the OPEID of Capital Community College. This selection will have no impact on Student Financial Aid at any of the 12 community colleges. The US DOE requires a BOR resolution to start the process of consolidation in Spring 2022.

Chair Harris called for a vote to approve the proposed Single Office of Postsecondary Education Identification Number (OPEID) for the CT State Community College. A vote was taken and it was unanimous.

3. Informational Items

a. Update on Implementation of the ACME Policy – CT State Community College (CSCC)

Michael Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, Dr. Fran Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, and Laura McCarthy, Director of Academic Success Center, Northwestern CT Community College, presented.

In May 2021, the BOR approved the Alignment and Completion of Math and English (ACME) policy. This is the first annual update to the BOR on the progress of the implementation of the ACME Policy. Laura McCarthy, who is managing the implementation of ACME, stated that the ACME Committee was established to move the work of implementing the ACME program forward. There are eleven committee members comprised of BOR representation and faculty from English, Math, and ESL programs who are charged with driving the ACME curriculum forward and making the co-requisite model thrive in CT. Under the ACME policy, all community college students will start in a college-level course and receive the appropriate support to accomplish the goals of English 101 and the appropriate Math course. ESL programs will be given more time and different instruction while holding true to the tenets of the co-requisite model. Currently, we use a pre-requisite model in which students must first complete the support needed to get into the college-level math and English classes. The co-requisite model, used in several states, has shown better outcomes and improvement in equity.

The timeframe for the implementation of ACME is between Fall 2023 to Fall 2025 with the timeframe determined by the faculty. AVP Stefanowicz elaborated on the small core ACME working group comprised of Math and English faculty. The Math component is on a faster timeline. They have different math pathways to design, for example, STEM Math and Social Science Math, and have assigned leads to each pathway. The English component is designing

different levels of support for English 101 which every student takes. The ESL Council has written a white paper as part of the alignment process. One of the co-chairs on the ESL Council serves as a member of the ACME Committee. Dr. Forest Helvie has been named Interim Director of Professional Development for CSCC working to develop courses for faculty on how to teach the co-requisite model.

AVP Stefanowicz noted that charges are being finalized for the small core working group and for a larger advisory committee which will broadly advise the entire ACME project and will include representatives from the CSUs and CT Dept. of Education.

AVP Stefanowicz stated that the timeline for the full ACME implementation was changed to 2025; however, CSCC may start Fall 2023 with some traditional pre-requisite classes and piloting some co-requisite courses. The mix of prerequisite and co-requisite courses will be determined as the ACME implementation moves forward.

Questions/Recommendations from the Committee included:

i. *Will you have high school and continuing/adult education representation on the ACME Advisory Council?* Response: Provost Gates and Interim Provost and VP for Academic Affairs Mike Rooke are forming the ACME Advisory Council. We can certainly include high school and continuing/adult education members on the Council.

ii. *Are supports for co-requisite courses optional or required?* Response: (AVP Stefanowicz) The policy has not changed. Based on an assessment of student needs, a number of hours of support will be recommended. The student could opt out and just take the college-level course. This will be an informed decision. What has changed is that the support courses/hours will count toward the credit load and financial aid even though the support is non-credit. Response: (Dr. Rosselli-Navarra) The opt out is a one-on-one guided placement discussion. For ESL students the discussion will include the ESL instructor. It is an intensive process to opt out of what is being recommended to the student.

iii. *Have you done or will you be doing analysis on bias testing where students of color are improperly placed in pre-requisite courses and on whether developmental courses and supports are compensating for under resourcing for students of color in K-12?* Response: (Dr. Rosselli-Navarra) Data analysis is built into the policy, the implementation and beyond. We are collecting data on KPIs and will develop additional measures beyond the KPIs. The placement tests that we were using before were biased. We will now be using a student's GPA and additional measures for placements into supports. GPA is a better predictor, even to address the issue of under resourcing for students of color in K-12. Students who come in at higher levels can also take advantage of supports. We are not getting rid of the supports that developmental courses provide. The ACME Model is an attempt to address the kinds of concerns that you are bringing up. Response: (Director McCarthy) We are continuing to bring on national experts to connect CSCC with people who've been teaching the co-requisite model in CA and GA.

Chair Harris thanked everyone involved in the ACME initiative for all their hard work and efforts. The work is difficult but important and the work needs to continue.

b. CSCU Accessibility Policy Update

Kevin Corcoran, Executive Director of Digital Learning, presented. The BOR passed the CSCU Accessibility Policy for electronic information and technology in October 2020. Director Corcoran opened with the definition of accessibility as adopted by the CSCU Accessibility Council – "Accessibility is the systematic removal of policies, procedures or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Systematic barriers are often put into place unintentionally". Director Corcoran noted that not all disabled students self-identify; so, CSCU can only provide accommodations for those who do. He reviewed three laws that have been passed over the last 50 years which provided accommodations, equal access, opportunity and equity, and, incorporated provisions in technology for the disabled.

The CSCU Accessibility Council created a companion guide with recommendations for a starting point to the CSCU institutions. Within the last year, institutions have formed committees to address issues at the campuses, provided status reports on how they are progressing and have identified common barriers that can be addressed more broadly. Year 1 which commenced on September 1, 2021, will start the implementation toward specific standards.

Director Corcoran stated that accessibility efforts are about student success. He discussed the Higher Education Landscape, nationally and in CT, in terms of disabled students not self-identifying and the effects on their completion and graduation rates. Nationally, less than 10% of disabled students self-identify. In CSCU, the statistics are between 4-5%. The effects of failing to self-identify and not getting support result in students taking longer to graduate or not graduating at all. Director Corcoran discussed why students may not choose to disclose their disabilities and seek assistance. He noted that Accessibility Offices at our institutions have limited resources and staffing. He posed the question as to whether CSCU could support disabled students if more chose to self-identify. Does the infrastructure and funding exist? He discussed cognitive and physical barriers to education and how universal design for learning can benefit all students.

Director Corcoran summarized the achievements of the CSCU Accessibility Council which has created:

i. An accessibility website which offers a broad collection of resources to faculty/staff
ii. A content check list to help with course design
iii. A PowerPoint Presentation for training that any campus can adapt
iv. A companion guide for policy implementation

The Accessibility Council is working on the development of a fully online training course and a faculty/staff recognition program to celebrate accessibility innovations.

Questions/Recommendations from the Committee included:

i. *Are you reaching out directly to disabled people regarding these accessibility initiatives? Are you ensuring that the terminology on the website and with the content is understandable to all?* Response: We have staff, faculty, and, two student representatives with disabilities serving on the CSCU Accessibility Council. The representatives have a wide range of disabilities. We agree that all content should be understandable to all.

ii. *There are legal ramifications to institutions which don't make coursework accessible. Are you making institutions aware of what the legal ramifications are for not providing accessibility?* Response: We have presented to and are communicating with

the CSU Presidents, the Regional Presidents, and the Chief Academic Officers of the CSCU Academic Council. The risk of non-compliance is clear and present.

On a motion by A. Budd and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the October 7, 2021, BOR Academic and Student Affairs Committee at 11:06 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, American Studies, (CIP Code: 05.0102 / OHE# 002662), leading to a Bachelor of Arts at Western Connecticut State University, effective June 2024.

A True Copy:

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

ITEM
Discontinuation of a program, American Studies, leading to a Bachelor of Arts at Western Connecticut State University, effective June 2024.

Name of Institution	Western Connecticut State University	
Name of Program	American Studies	
CIP Code	05.0102	
OHE# (Leave blank for new programs)	002662	
Degree Level	Bachelor of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation __ Program Change X Phase-out Program X Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground __ Hybrid __ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The degree in American Studies has had a persistent low-enrollment problem. After discussions surrounding a reimagined version of the degree and the most recent program review, WCSU is recommending closure rather than reinvention. There is no impact on CT workforce initiatives.

Phase out:
WCSU has stopped admission to this program. There are two students left in the program who will be allowed to complete the degree. Most courses are part of other programs that will continue to run. The two dedicated American Studies courses will run as independent studies so that students may complete the degree.

There are no costs with this closure.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: **Western Connecticut State University**	Date of Submission to CSCU Office of the Provost: **9/23/2021**

Discontinued Program: **American Studies** CIP: **050102** OHE#: **02662** BOR Accreditation Date: **4/16/1991**
Phase Out /Teach Out Period **3 years** Expected Date of Program Termination **June 2024***

Program Characteristics
Name of Program: **American Studies**
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**
Modality of Program: **X On ground**
Locality of Program: **X On Campus**

Institution's Unit offering the Program: **Macricostas School of Arts & Sciences**

Institutional Contact for this Proposal: **Dr. Michelle Brown**	Title: **Dean, Macricostas School of Arts and Sciences**	Tel.: **203-837-9400** e-mail: **brownm@wcsu.edu**

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
The degree in American Studies has had a persistent low-enrollment problem. After discussions surrounding a reimagined version of the degree and the most recent program review, we are recommending closure rather than reinvention. There is no impact on CT workforce initiatives.

Phase Out/Teach Out Strategy
We have stopped admission to this program. There are two students left in the program who will be allowed to complete the degree. Most courses are part of other programs that will continue to run. The two dedicated American Studies courses will run as independent studies so that students may complete the degree.

SECTION 3: RESOURCES

Close Out
No costs associated with closure. There will be a two-course reduction in our schedules, which is a minor savings.

SECTION 4: LESSONS LEARNED

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

The BA in American Studies was a productive degree for many years. Given current interests in Area Studies such as Latin American Studies, African American Studies, and Asian American Studies, and the fact that all of those areas require an interdisciplinary model, we feel it would be better to focus on improving our offerings in these disciplines. The curriculum in American Studies was drawn from history and English and those courses are still fully available to interested students.

*Date is selected to allow conferral when the final student completes the program. Admission to this degree is already suspended.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Earth and Planetary Sciences, (CIP Code: 40.0601 / OHE# 000197), leading to a Bachelor of Arts / Bachelor of Science (Education Track) at Western Connecticut State University, effective June 2024.

A True Copy:

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

ITEM
Discontinuation of a program, Earth and Planetary Sciences, leading to a Bachelor of Arts / Bachelor of Science (Education Track) at Western Connecticut State University, effective June 2024.

Name of Institution	Western Connecticut State University	
Name of Program	Earth and Planetary Sciences	
CIP Code	40.0601	
OHE# (Leave blank for new programs)	000197	
Degree Level	Bachelor of Arts / Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation __ Program Change X Phase-out Program X Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground __ Hybrid __ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The BA/BS in Earth and Planetary Sciences has suffered persistent low enrollment for many years. WCSU has been supporting students in the program with independent studies, which is not sustainable going forward. After completing a program review and in consideration of the available programs in CT in this field, WCSU determined that closing this program is the best path forward. There is no impact on CT Workforce needs as there are many such programs in the state and the CSCU system.

Phase out:
Admission to this program has been suspended. There are currently four students who will be supported in the completion of this degree, through a combination of regularly scheduled classes (all part of other programs) and independent studies where necessary.

No resources are necessary to close the program. When all students are through the program, there will be a reduction in faculty workload supporting this program.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: **Western CT State University**	Date of Submission to CSCU Office of the Provost**: 9/23/2021**

Discontinued Program: **Earth & Planetary Sciences** CIP: **400601** OHE#: **00197** BOR Accreditation Date: **10/1/1973**

Phase Out /Teach Out Period **2 years** Expected Date of Program Termination **June 2024***

Program Characteristics

Name of Program: Earth and Planetary Sciences

Degree: Title of Award *(e.g. Master of Arts)* **BA and BS (education track)**

Degree Certificate: *(specify type and level)* **n/a**

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

Modality of Program: **X On ground**

Locality of Program: **X On Campus**

Institution's Unit offering the Program: **Macricostas School of Arts & Sciences**

Institutional Contact for this Proposal: **Dr. Michelle Brown**	Title: **Dean, Macricostas School of Arts & Sciences**	Tel.: **203-837-9400** e-mail: **Brownm@wcsu.edu**

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

The BA/BS in Earth and Planetary Sciences has suffered persistent low-enrollment for many years. We have been supporting students in the program with independent studies, which is not sustainable going forward. After completing our program review and in consideration of the available programs in CT in this field, we determined that closing this program is the best path forward. There is no impact on CT Workforce needs as there are many such programs in the state and the CSCU system.

Phase Out/Teach Out Strategy

Admission to this program has been suspended. There are currently four students who will be supported in the completion of this degree, through a combination of regularly scheduled classes (all part of other programs) and independent studies where necessary.

SECTION 3: RESOURCES

Close Out

No resources are necessary to close the program. When all students are through the program, there will be a reduction in faculty workload supporting this program.

SECTION 4: LESSONS LEARNED

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

Although this degree program was productive for many years, the current CSCU landscape includes competing programs with a much larger number of faculty. WCSU is not in a position to invest in the number of faculty necessary to build this program up to a more robust degree. We have determined that the best path is to invest in our other STEM degree programs.

*Admission is already suspended. This closure date allows us to confer the degrees for the students remaining in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019464), leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

_____

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

ITEM
Continued Accreditation of a program, Cybersecurity, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Cybersecurity	
CIP Code	11.1003	
OHE# (Leave blank for new programs)	019464	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	X Licensure and Accreditation __ Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground __Hybrid __Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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

PERFORMANCE INDICATORS

Student Enrollment
Projected full-time equivalent (FTE) enrollment for program's Year 3: 69.7
Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 99
Difference: +29.3

Cost Effectiveness
Total Revenue generated by program during its Year 3: $921,743
Total Expenditures apportioned to program in its Year 3: -$779,922
Difference: $141,821

Learning Outcomes
The following SOs are required by ABET's Cybersecurity Program.

- SO-1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- SO-2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the Cybersecurity program's discipline.
- SO-3: Communicate effectively in a variety of professional contexts.
- SO-4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- SO-5: Function effectively as a member or leader of a team engaged in activities appropriate to the Cybersecurity program's discipline.
- SO-6: Apply security principles and practices to maintain operations in the presence of risks and threats.

Assessment Instrument:
Students in CYS 467 are required to complete labs and exams to set up and maintain secure systems against risks and threats. Students in CYS 492, working either individually or in a team of two, design and implement a substantial research project focused on software which includes recognizing professional responsibility and making judgments based on aspects of the legal and ethical issues associated with current issues in cybersecurity. Students in CYS 493 are required to complete a substantial secure software design project that examines the complex security issues involved in and applies security principles and practices related to the environment, software, and human aspects of real-world internet projects. Students in CYS 400 work with their internship teams to practice and develop communication and teamwork skills.

Measurable Performance Criteria:
Each criterion on the assessment rubric is graded on a 4-point scale where Poor = 0, Fair = 1, Average = 2, Good = 3, Excellent = 4.

That score is used to assess the Student Outcomes as follows: Not Met (1.00-1.99), Minimally Attained (2:00-2.79), Met (2.80-3.59), Exceeded (3.60-4.00).

Academic year 2020/21	**SO-1**	**SO-2**	**SO-3**	**SO-4**	**SO-5**	**SO-6**
Number of students measured	26	43	9	43	9	26
Assessment score	3.48	3.24	3.49	3.53	3.29	3.48
% ratings with Met or Exceeded	96%	93.6%	78%	98%	78%	96%
% ratings with Minimally Attained	4%	6.4%	22%	2%	22%	4%
% ratings with Not Met	0%	0%	0%	0%	0%	0%

PROGRAM CHANGES

One three-credit course (CS 153: Computer Science III) was removed from the core and was replaced by another three-credit course (CS 355: Systems Programming). Within the Cyber Operations concentration (electives in the field), one three-credit class (CS 355: Systems Programming) was replaced by another three-credit course with two alternatives (CS/CYS 419: Usable Security and Privacy -OR- CS/CYS 455: Secure Software Development).

RECOMMENDATION

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

12/03/2021 – BOR Academic & Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: October 27, 2021

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

Program Characteristics

Name of Program: Cybersecurity
Degree: Title of Award *(e.g. Master of Arts)* **BS**
Degree's Associated Certificate(s) (if any)
Stand-Alone Certificate: *(specify type and level)*
Semester Date Program was Initiated: Fall 2018
Year 3 – 7th Semester Date: Fall 2021
Date of First Graduation: May 2021
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: 43-44
Credits in Program Core: 51-52
Credits of Electives in the Field: 25-26
Credits of Other Electives: 0-1
Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 120
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Date of BOR Approval: June 21, 2018 CIP: 11.1003 OHE#: 19464

Institutional Contact for this Proposal: Dr. Chad Williams & Dr. Xiaobing Hou	Title: Associate Professor and Chair of Computer Science & Professor of Computer Electronics & Graphics Technology	Tel.: 860.832.2719 & 860.832.1843 e-mail: cwilliams@ccsu.edu & xhou@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 69.7
Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 99
Difference: **+29.3**

Cost Effectiveness

Total Revenue generated by program during its Year 3: $921,743
Total Expenditures apportioned to program in its Year 3: -$779,922
Difference: ***$141,821***

Learning Outcomes

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

Assessment

The following SOs are required by ABET's Cybersecurity Program.

- SO-1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- SO-2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the Cybersecurity program's discipline.
- SO-3: Communicate effectively in a variety of professional contexts.
- SO-4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- SO-5: Function effectively as a member or leader of a team engaged in activities appropriate to the Cybersecurity program's discipline.

- SO-6: Apply security principles and practices to maintain operations in the presence of risks and threats.

Student outcomes are assessed in core courses that are required for all students completing the Cybersecurity degree program as detailed in the table below.

Curricular components and faculty coordinators	Course name	Student outcomes					
		1	2	3	4	5	6
CYS 467 Hou	Security System Management						✓
CYS 492 Williams	Computer Security		✓		✓		
CYS 493 Williams	Secure Software Systems	✓					✓
CYS 400 Hou	Internship & Senior Seminar			✓		✓	

Assessment Instrument: Students in CYS 467 are required to complete labs and exams to set up and maintain secure systems against risks and threats. Students in CYS 492, working either individually or in a team of two, design and implement a substantial research project focused on software which includes recognizing professional responsibility and making judgments based on aspects of the legal and ethical issues associated with current issues in cybersecurity. Students in CYS 493 are required to complete a substantial secure software design project that examines the complex security issues involved in and applies security principles and practices related to the environment, software, and human aspects of real-world internet projects. Students in CYS 400 work with their internship teams to practice and develop communication and teamwork skills.

Measurable Performance Criteria: Each criterion on the assessment rubric is graded on a 4-point scale where Poor = 0, Fair = 1, Average = 2, Good = 3, Excellent = 4.

That score is used to assess the Student Outcomes as follows: Not Met (1.00-1.99), Minimally Attained (2:00-2.79), Met (2.80-3.59), Exceeded (3.60-4.00).

Academic year 2020/21	SO-1	SO-2	SO-3	SO-4	SO-5	SO-6
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Assessment score	3.48	3.24	3.49	3.53	3.29	3.48
% ratings with Met or Exceeded	96%	93.6%	78%	98%	78%	96%
% ratings with Minimally Attained	4%	6.4%	22%	2%	22%	4%
% ratings with Not Met	0%	0%	0%	0%	0%	0%

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

One three-credit course (CS 153: Computer Science III) was removed from the core and was replaced by another three-credit course (CS 355: Systems Programming). Within the Cyber Operations concentration (electives in the field), one three-credit class (CS 355: Systems Programming) was replaced by another three-credit course with two alternatives (CS/CYS 419: Usable Security and Privacy -OR- CS/CYS 455: Secure Software Development).

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)
In November 2018 an Industrial Advisory Board was formed with members from four major Connecticut Cybersecurity employers to help guide the program on current industry needs and to develop opportunities for collaboration. This group helps inform the program of evolving trends in skills required to be successful in the job market. One of the initial tasks was reviewing the curriculum to ensure it was both aligned with curriculum accreditation standards as well as skills needed by Connecticut industries. Based on that review the curriculum was refined as described above to better prepare the program's graduates with the skills sought by industry.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)
n/a – Resolution:
"That the Board of Regents for Higher Education approve the licensure and accreditation of a Cybersecurity program leading to a Bachelor of Science degree at Central Connecticut State University."

Details of Curriculum Changes for a Licensed and Accredited Program *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			**51-52**	**Other Related/Special Requirements***		
~~CS 153: Computer Science III~~	~~1,3~~		~~3~~			
CS 355: Systems Programming	**3**		**3**			
Core Course Prerequisites				**Cyber Defense Concentration**		**25-26**
				~~CS 355: Systems Programming~~	~~3~~	~~3~~
				CYS 419: Usable Security and Privacy -OR- CYS 455: Secure Software Development	**1,3,4,5,7**	3
				Total Other Credits Required to Issue Credential		

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

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

~~Struckthrough~~ courses are deleted from program; **bolded** courses were added.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

n/a

Improvement Plan

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

n/a

Curricular Change

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

n/a

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

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

Resources and Costs Estimates Form

(Whole Dollars Only)

PROJECTED Program Revenue[i]	**2021-22**		**2022-23**		**2023-24**	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)[ii]	$930,580	$169,134	$1,031,730	$249,674	$1,132,880	$330,214
Program-Specific Fees[iii]	$7,360	$840	$8,160	$1,240	$17,920	$3,280
Other Revenue (Annotate in narrative)						
Projected Program Revenue	$1,107,914		$1,290,804		$1,484,294	

PROJECTED Program Expenditures*	**2021-22**		**2022-23**		**2023-24**	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)[iv]	0.08	$13,134	0.08	$13,134	0.08	$13,134
Faculty (Full-time, total for program)[v]	2.88	$474,810	3.29	$543,217	3.71	$611,624
Faculty (Part-time, total for program)	1.32	$217,768	1.51	$249,143	1.70	$280,517
Support Staff[vi]	0.25	$24,689	0.25	$24,689	0.25	$24,689
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)[vii]		$8,200		$9,400		$21,200
Other (e.g. student services)[viii]		$23,651		$23,534		$28,634
Estimated Indirect Costs (e.g. student services, operations, maintenance)[ix]		$145,456		$166,412		$187,369
Total Annual Expenditures	$907,707		$1,029,529		$1,167,167	

[i]Revenue projections were based on the following enrollment projections:

2021-22		2022-23		2023-24	
FT	**PT**	**FT**	**PT**	**FT**	**PT**
92	21	102	31	112	41

These projections are informed by patterns in current program growth, despite the pandemic:

Fall 2018		Fall 2019		Fall 2020	
FT	PT	FT	PT	FT	PT
1	3	40	9	70	8

Further, the labor market appears strong enough to support these projections.

A Bachelor of Science in Cybersecurity prepares students to be information security analysts. According to the Connecticut Department of Labor, information security analysts are an "in-demand growth" occupation, with positions projected to increase 19.9% from 2018 to 2028. JobsEQ predicts information security analyst positions will grow annually by 1.4% and there will be an occupational shortfall. In other words, employers may need to recruit outside of Connecticut to meet demand.

Nationally, the Bureau of Labor Statistics reports that the industry will need to fill 47,100 new jobs between 2020 and 2030 and that jobs in the industry are projected to grow by 33%, which is much faster than average.

[ii]Tuition revenues are based on AY 2021-22 in-state undergraduate rates. Full-time student revenues include tuition per semester ($3,081) plus the University General Fee less accident insurance and parking ($1,977). We assume that PT students will take 7 credits per semester, which would result in $4,027 of revenue [$58 registration fee + ($257 tuition per credit + $310 General Fee per credit) * 7 credits]. No tuition increases are assumed.

[iii]Students pay a $40 lab fee for each lab course. Some computer electronics networking classes are lab based. We estimate $40 per FT student and $20 per PT student each semester.

[iv]The Cybersecurity BS is a joint program across Computer Science and Computer Electronics and Graphics Technology, and program coordination is split across departments. Program coordinators from the full-time faculty receive up to a total of 1 load credit hour of reassigned time each Fall and Spring semester for managing the program. For full-time faculty, 75% of salary and fringe is assumed for load credit activities. Based on the current program coordinators' salary and composite fringe rates, the cost per academic year is $13,134.

[v]Using full-time faculty and part-time faculty salary, fringe, and instructional load, we calculated the average instructional cost per student credit hour within each department. Using the program's curriculum map, we estimated the instructional expense across the 120-credit program. We determined that the average cost per student credit hour for the Cybersecurity BS is $274. Using cost per student credit hour and the proportion of instructional load carried by full- and part-time instructors, we estimated full-time and part-time instructional cost.

[vi]The Cybersecurity BS is supported by a computing technician that services and maintains software and hardware as well as manages cloud computing. Approximately 25% of the technician's activity is expected to directly support the Cybersecurity BS. The estimate includes both salary and composite fringe rate.

[vii]Replacement costs for equipment are covered by the lab fees collected as revenue.

[viii]Other costs include support for the development and maintenance of an NSA (National Security Agency) Center of Excellence. Full-time faculty are currently preparing a proposal for NSA review. This work will be compensated up to the equivalent of 3 load credit hours in academic year 2021-22. If successful, additional support (up to the

equivalent of 2 load credit hours) will be needed to oversee the center's operation during intersession. Total cost for faculty support is projected to be $19,701 this academic year and $13,134 in subsequent years. In addition, student workers would serve as lab monitors, and the need would progressively increase across the academic years if enrollment projections are realized. We estimate $1,950 this year, $8,400 next year, and $13,500 the following year. These increases take into account mandated minimum wage increases. When possible, students who are eligible for federal work study will be hired to reduce expense.

[ix]Indirect costs reflect student support services including tutoring. We estimated that academic support services accounted for 21% of total academic instructional expense across the institution. The values included here represent 21% of projected total instructional expense.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program, Social Work (CIP Code: 44.0701 OHE # 019156), leading to a Doctorate in Social Work at Southern Connecticut State University.

A True Copy:

_____

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

ITEM

Accreditation of a licensed program, Social Work, leading to a Doctorate in Social Work at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Social Work	
CIP Code	44.0701	
OHE# (Leave blank for new programs)	019156	
Degree Level	Doctorate in Social Work	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	X Licensure and Accreditation __ Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) __ On Ground __ Hybrid X Online	Future __On Ground __Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

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

PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 40

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 38

Difference: -2

Cost Effectiveness

Total Revenue generated by program during its Year 3: $870,661 (sum 19, fall 20, spr 21)

Total Expenditures apportioned to program in its Year 3: $414,020

Difference: $456,641

Learning Outcomes

3a. Learning Outcome #1 (Table 3)

Table 3

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n,	80-89 pts %	≥ 90 n,	≥ 90 %
1. Administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut.	SWK 820	a. Emerging Practice Model Analysis Paper Rubric b. Final Paper Rubric *n=18*	n=5	28%	n=12	67%
			n=2	12%	n=8	47%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13*			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13*	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper *n=16*			n=16	100%

6

As shown in Table 3, most to all students met or exceeded the benchmark for learning objective #1 (range 95% to 100% of students), with the exception of SWK 820, *Final Paper Rubric*. For this assignment, slightly over half of the students (n=10, 56%) met or exceeded the established benchmark of 80% or higher. Please see Section 5 for an interpretation of the findings.

3b. Learning Outcome #2 (Table 4)

Table 4

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
2. Interpret and apply research in order to engage in evidenced informed best practices.	SWK 800	a. Research Study Proposal Rubric *n=12*	n=2	17%	n=7	58%
	SWK 802	a. Program Evaluation Proposal Rubric *n=14*	n=1	7%	n=10	71%
	SWK 805	a. Final Paper Rubric *n=13*	n=5	38%	n=6	46%
	SWK 809	a. Capstone Rubric *n=12*	n=1	8%	n=10	83%

Four rubrics fulfill Learning Objective #2. Results of Table 4 suggest that most to all students met or exceeded the benchmark for learning objective #2. Specifically, 75% to 91% of students earned a B or higher in their respective assignments.

3c. Learning Outcome #3 (Table 5)

Table 5

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
3. Design effective programs that enhance agency functioning.	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade	n= 5	36%	n= 6	43%
		b. Social Work Issue Paper Grade	n= 4	29%	n= 5	36%
		c. Policy Analysis Paper Grade *n=14	n= 4	29%	n= 5	36%
	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%
	SWK 831	a. Style of Leadership Paper	n=1	8%	n=11	92%
		b. Culturally Competent Leadership Paper *n=12	n=0		n=12	100%

3d. Learning Outcome #4 (Table 6)

Table 6 presents the course assignments and corresponding grades to assess the fourth learning objective. Between 81% and 100% of students earned a B or higher for their respective assignments.

Table 6

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
4. Provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and unfolding problems.	SWK 804	a. Dilemma & Reflection Grade b. Topic Paper Grade *n=16*			15 13	94% 81%
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper *n=12*	n=1 n=0	8%	n=11 n=12	92% 100%
	SWK 833	a. Strategic Planning Paper b. Decision-Making Paper *n=14 for a, 15 for b.*	n=1 n=1	7% 7%	n=6 n=14	46% 93%

3e. Learning Outcome #5 (Table 7)

As shown in Table 7, between 71% and up to 100% of students earned a B or higher in fulfillment of assignments for learning objective #5.

Table 7

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
5. Effectively communicate knowledge, ideas, and concepts in a wide variety of venues including constituencies within and outside of one's organization, in a	SWK 802	a. Program Evaluation Proposal Rubric *n=14*	n= 1	7%	n= 10	71%
	SWK 804	a. Dilemma & Reflection Grade b. Topic Paper Grade *n=16*			n= 15 n= 13	94 % 81 %
	SWK 805	a. Final Paper Rubric *n=13*	n=5	38%	n=6	46%

community and at the state level.	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Paper Grade c. Teaching Demonstration Grade *n=16	n=0 n=0 n=5	31%	n= 15 n= 15 n=10	94% 94% 63%
	SWK831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper *n=12	n=1 n=0	8%	n=11 n=12	92% 100%

3f. Learning Outcome #6 (Table 8)

Table 8

Across six courses, six rubrics and six assigned grades fulfill Learning Objective #6. Between 71% and up to 100% of student assignments met or exceeded the B threshold in service of the sixth learning objective.

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
6. Deliver best practices in education, training and staff development.	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade b. Social Work Issue Paper Grade c. Policy Analysis Paper Grade *n=14	n= 5 n= 4 n= 4	36% 29% 29%	n= 6 n= 5 n= 5	43% 36% 36%
	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Grade c. Teaching Demonstration Grade *n=16	n=0 n=0 n=5	31%	n= 15 n= 15 n= 10	94% 94% 63%
	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83 %
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper *n=12	n=1 n=0	8%	n=11 n=12	92% 100%
	SWK833	a. Strategic Planning Paper b. Decision-Making Paper *n=14 for a., n=15 for b.	n=1 n=1	7% 7%	n=13 n=14	93% 93%

3g. Learning Outcome #7 (Table 9)

Finally, between 59% and up to 100% of student assignments met or surpassed the B benchmark for learning outcome #9.

Table 9

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
7. Apply evidence-based best practices to enhance interventions for persons with behavioral health and particularly substance use/abuse problems.	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%
	SWK 820	a. Emerging Practice Model Analysis Paper Rubric	n=5	28%	n=12	67%
		b. Final Paper Rubric	n=2	12%	n=8	47%
		*n=18	n=5	28%	n=12	67%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper Grade *n=16			n=16	100%

PROGRAM CHANGES

Collectively, results suggest that the majority of students met or exceeded the benchmark for satisfactory academic standards. Several planned changes have been noted specific to Learning Objective #1 and the program as a whole.

1. After reviewing the results for the Final Paper assignment for SWK 820, we reviewed the prior semester's course, SWK 800, Evidence Informed Practice, which sets the foundation for SWK 820 in order to discern where students may have experienced difficulty. From this analysis, we determined that students, many of whom have been based primarily in practice settings, needed additional support around research methods and writing in a style consistent with reporting research results. We have addressed this need in several ways:
    a. Employed a writing tutor available solely to DSW students to assist with APA formatting and other difficulties pertaining to writing research papers;
    b. Made a consultant available to provide research and statistical support;
    c. Revised the final assignment to more accurately reflect expected learning outcomes.
2. Assessment Activity Change: Compiling this level of assessment data is a time-intensive process. We found that as a program, conducting this exercise every three years would enable us to view the results of an entire cohort. We also learned that the Capstone experience could enable us to review all learning outcomes, and we may sample them in courses moving forward.
3. We also decided to conduct more of a pre- -post assessment plan whereby we used the on-ground experience during students' first summer as a time to obtain results on the learning outcomes. This allows us to determine the impact of our curriculum on students learning specifically and use that data to ensure we were adding value for our students.
4. Finally, the Council on Social Work Education's requirements in the recently approved Accreditation Standards for Professional Practice Doctorates (June, 2020) will inform the implementation of these revised assessment activities.

RECOMMENDATION

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

12/03/2021 – BOR Academic & Student Affairs Committee
12/16/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
*APPLICATION FOR **ACCREDITATION OF A LICENSED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 10.27.21

Most Recent NECHE Institutional Accreditation Action and Date: NECHE review of DSW program April 22, 2021

Program Characteristics

Name of Program: Doctorate in Social Work (DSW)

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

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

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

Semester Date Program was Initiated: 6/2018

Year 3 – 7th Semester Date: 12/2021

Date of First Graduation: 5/2021

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

If "Combined", % of fully online courses?

Locality of Program: On Campus Off Campus Both

Program Credit Distribution

Credits in General Education: N/A

Credits in Program Core: 36

Credits of Electives in the Field:

Credits of Other Electives:

Cr Special Requirements *(include internship, etc.):* 12

Total # Cr in the Program *(sum of all #Cr above)*:48

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **0**

Date of BOR Approval: 6/2018 CIP: 440701 OHE#: 019156

Institutional Contact for this Proposal: Trudy Milburn, Ph.D.	Title: Associate Vice President for Academic Affairs	Milburnt1@southernct.edu Phone: 203.392.5761

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 40

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 38

Difference: -2

Cost Effectiveness

Total Revenue generated by program during its Year 3: $870,661 (sum 19, fall 20, spr 21)

Total Expenditures apportioned to program in its Year 3: $414,020

***Difference*: $456,641**

Learning Outcomes

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

3a. Learning Outcome #1 (Table 3)

Table 3

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n,	80-89 pts %	≥ 90 n,	≥ 90 %
1. Administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut.	SWK 820	a. Emerging Practice Model Analysis Paper Rubric	n=5	28%	n=12	67%
		b. Final Paper Rubric *n=18*	n=2	12%	n=8	47%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13*			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13*	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper *n=16*			n=16	100%

As shown in Table 3, most to all students met or exceeded the benchmark for learning objective #1 (range 95% to 100% of students), with the exception of SWK 820, *Final Paper Rubric.* For this assignment, slightly over half of the students (n=10, 56%) met or exceeded the established benchmark of 80% or higher. Please see Section 5 for an interpretation of the findings.

3b. Learning Outcome #2 (Table 4)

Table 4

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
2. Interpret and apply research in order to engage in evidenced informed best practices.	SWK 800	a. Research Study Proposal Rubric *n=12	n=2	17%	n=7	58%
	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n=1	7%	n=10	71%
	SWK 805	a. Final Paper Rubric *n=13	n=5	38%	n=6	46%
	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%

Four rubrics fulfill Learning Objective #2. Results of Table 4 suggest that most to all students met or exceeded the benchmark for learning objective #2. Specifically, 75% to 91% of students earned a B or higher in their respective assignments.

3c. Learning Outcome #3 (Table 5)

Table 5

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
3. Design effective programs that enhance agency functioning.	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade	n= 5	36%	n= 6	43%
		b. Social Work Issue Paper Grade	n= 4	29%	n= 5	36%
		c. Policy Analysis Paper Grade *n=14	n= 4	29%	n= 5	36%
	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%
	SWK 831	a. Style of Leadership Paper	n=1	8%	n=11	92%
		b. Culturally Competent Leadership Paper *n=12	n=0		n=12	100%

	SWK 833	a. Strategic Planning Paper b. Decision-Making Paper **n=14 for a., n=15 for b.*	n=1 n=1	7% 7%	n=13 n=14	93% 93%

Across five courses, six rubrics and three assigned grades fulfill Learning Objective #3. Between 65% and 100% of students earned a B or higher across courses

3d. Learning Outcome #4 (Table 6)

Table 6 presents the course assignments and corresponding grades to assess the fourth learning objective. Between 81% and 100% of students earned a B or higher for their respective assignments.

Table 6

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
4. Provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and unfolding problems.	SWK 804	a. Dilemma & Reflection Grade b. Topic Paper Grade *n=16			15 13	94% 81%
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper *n=12	n=1 n=0	8%	n=11 n=12	92% 100%
	SWK 833	a. Strategic Planning Paper b. Decision-Making Paper *n=14 for a, 15 for b.	n=1 n=1	7% 7%	n=6 n=14	46% 93%

3e. Learning Outcome #5 (Table 7)

As shown in Table 7, between 71% and up to 100% of students earned a B or higher in fulfillment of assignments for learning objective #5.

Table 7

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
5. Effectively communicate knowledge, ideas, and concepts in a wide variety of venues including constituencies within and outside of one's organization, in a	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n= 1	7%	n= 10	71%
	SWK 804	a. Dilemma & Reflection Grade b. Topic Paper Grade *n=16			n= 15 n= 13	94 % 81 %
	SWK 805	a. Final Paper Rubric *n=13	n=5	38%	n=6	46%

community and at the state level.	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Paper Grade c. Teaching Demonstration Grade **n=16*	n=0 n=0 n=5	31%	n= 15 n= 15 n=10	94% 94% 63%
	SWK831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper **n=12*	n=1 n=0	8%	n=11 n=12	92% 100%

3f. Learning Outcome #6 (Table 8)

Table 8

Across six courses, six rubrics and six assigned grades fulfill Learning Objective #6. Between 71% and up to 100% of student assignments met or exceeded the B threshold in service of the sixth learning objective.

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
6. Deliver best practices in education, training and staff development.	SWK 802	a. Program Evaluation Proposal Rubric **n=14*	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade	n= 5	36%	n= 6	43%
		b. Social Work Issue Paper Grade	n= 4	29%	n= 5	36%
		c. Policy Analysis Paper Grade **n=14*	n= 4	29%	n= 5	36%
	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Grade c. Teaching Demonstration Grade **n=16*	n=0 n=0 n=5	31%	n= 15 n= 15 n= 10	94% 94% 63%
	SWK 809	a. Capstone Rubric **n=12*	n=1	8%	n=10	83 %
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper **n=12*	n=1 n=0	8%	n=11 n=12	92% 100%
	SWK833	a. Strategic Planning Paper b. Decision-Making Paper **n=14 for a., n=15 for b.*	n=1 n=1	7% 7%	n=13 n=14	93% 93%

3g. Learning Outcome #7 (Table 9)
Finally, between 59% and up to 100% of student assignments met or surpassed the B benchmark for learning outcome #9.

Table 9

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts n	80-89 pts %	≥ 90 n	≥ 90 %
7. Apply evidence-based best practices to enhance interventions for persons with behavioral health and particularly substance use/abuse problems.	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%
	SWK 820	a. Emerging Practice Model Analysis Paper Rubric	n=5	28%	n=12	67%
		b. Final Paper Rubric	n=2	12%	n=8	47%
		*n=18	n=5	28%	n=12	67%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper Grade *n=16			n=16	100%

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

Collectively, results suggest that the majority of students met or exceeded the benchmark for satisfactory academic standards. Several planned changes have been noted specific to Learning Objective #1 and the program as a whole.

1. After reviewing the results for the Final Paper assignment for SWK 820, we reviewed the prior semester's course, SWK 800, Evidence Informed Practice, which sets the foundation for SWK 820 in order to discern where students may have experienced difficulty. From this analysis, we determined that students, many of whom have been based primarily in practice settings, needed additional support around research methods and writing in a style consistent with reporting research results. We have addressed this need in several ways:

a. Employed a writing tutor available solely to DSW students to assist with APA formatting and other difficulties pertaining to writing research papers;

b. Made a consultant available to provide research and statistical support;

c. Revised the final assignment to more accurately reflect expected learning outcomes.

2. Assessment Activity Change: Compiling this level of assessment data is a time-intensive process. We found that as a program, conducting this exercise every three years would enable us to view the results of an entire cohort. We also learned that the Capstone experience could enable us to review all learning outcomes, and we may sample them in courses moving forward.

3. We also decided to conduct more of a pre- -post assessment plan whereby we used the on-ground experience during students' first summer as a time to obtain results on the learning outcomes. This

allows us to determine the impact of our curriculum on students learning specifically, and use that data to ensure we were adding value for our students.

4. Finally, the Council on Social Work Education's requirements in the recently approved Accreditation Standards for Professional Practice Doctorates (June, 2020) will inform the implementation of these revised assessment activities.

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

We had a robust applicant pool for cohort three, including a waiting list of four students. Despite the onset of COVID-19 in March, 2020, all 18 admitted were still committed one month prior to starting the program. Three of the four on the waiting list deferred their applications to be considered for cohort four.

Financial aid deadlines and the cohort program sequence prohibit adjustments to the waiting list timeline. Cohort 3, admitted for the 2020-2021 term has been beset by conditions we have all faced during the pandemic. Three students left after realizing that the program was not what they were seeking for their career trajectory. One student got a job promotion to administer a multi-million-dollar grant as the program began and is deferring to next summer. One student contracted COVID-19 in the spring and missed financial aid application deadlines, so deferred to the next summer. Two more experienced significant health issues during the summer session and took a leave of absence until their health allows them to return.

We also want to note that university resources (within SCSU's Student Affairs and the SCSU Foundation), have provided vital support for students who contracted COVID and experienced other disruptive life events (e.g., a house fire).

After experiencing the unanticipated drop in Cohort 3 numbers in Summer 2020, we decided to use 18 as the admissions enrollment target number for AY 21/22 and ended up with a yield of 16 matriculated students for cohort 4.

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

There were no special requirements at the time of BOR licensure.

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
SWK 831: Leadership and Management in Social Work		None	3	Minor course revision to change pre-requisites to 0		
SWK820: Emergent Models and Critical Issues in Clinical Social Work Practice		None	3	Minor course revision to change pre-requisites to 0		
SWK 833 – Technical Skills in Social Work Administration		None	3	Minor course revision to change pre-requisites to 0		
SWK 809 – Capstone I			1.5	Change credit & workload - financial aid eligibility		
SWK 810 – Capstone II			2.5	Change credit workload-financial aid eligibility		
Core Course Prerequisites				**Elective Courses in the Field**		
				Total Other Credits Required to Issue Credential		0

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

None

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

There have been no significant changes in learning outcomes and relevant curricular changes.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

In each of the first 3 years, the DSW program has produced revenue in excess of expenses.

Improvement Plan

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

No plan required

Curricular Change

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

As indicated in their report from the September, 2020 site visit, NECHE was highly satisfied with the degree to which the learning outcomes for the DSW program have been achieved.

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program) The DSW program is highly sustainable with a strong applicant pool, successful student outcomes, and strong social work department reputation. We are now in our 4th cohort and were successful with recruiting 16 students. We anticipate continued success.

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 - FY2022		Year 2- FY2023		Year 3- FY2024	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers) 36 students each term (sum, fall, spring)		$839,808		$839,808		$839,808
Program-Specific Fees ($65 fee per student fall & spring; $55 in summer)		$6,660		$6,660		$6,660
Other Revenue (Annotate in narrative)		0.00		0.00		0.00
Actual Program Revenue						
Projected Revenue (at Licensing)						
Difference: Actual - Projected						

PROJECTED Program Expenditures*	Year 1 - FY2022		Year 2- FY2023		Year 3- FY2024	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator) 2 x .25FTE each		$78,400		$78,400		$78,400
Faculty (Full-time, total for program) 12 x .125 FTE each		$235,200		$235,200		$235,200
Faculty (Part-time, total for program)		$67,920		$67,920		$67,920
Support Staff (Admissions & Field) 2 x .5 FTE + 50% fringe				$135,000		$135,000
Secretary (1.0 FTE + 50% fringe)				$90.000		$90.000
University Assistant (1.0 FTE + 10% fringe)		$26,400		$26,400		$26,400
Library Resources Program		$1,500		$1,500		$1,500
Equipment (List as needed)						
Other (e.g. student services)		$10,000		$10,000		$10,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		$419,220		$644,220		$644,220

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

Please provide any necessary annotations below:

- 2022 fiscal year tuition & fees and salaries are held constant and used for projections throughout the years of this proposal.
- DSW students enroll in 6 credits for 5 semesters and 4.5 credits for 4 semesters for a total of 48 credits (16.5 credits at summer rate and 31.5 credits at fall/spring rates).
- DSW student pay fees of $55 registration + $10 writing center/student in fall & spring; $55 registration fee/student in summer.
- 2 Co-Directors receive 3 credits each during the fall and spring semesters respectively. This is equal to .25FTE each at an average annual salary of $98,000 = 60% fringe.
- 12 full-time faculty teach 3 credits each during the fall and spring semesters. This is equal to .125FTE each at an average annual salary of $98,000 + 60% fringe.
- 6 part-time faculty teach 4 credits each during the summer (when all faculty are classified at adjuncts) at an average rate of $2,264 per credit. Additionally, 2 Co-Directors earn 3 credits each during summer at an average rate of $2,264/credit.
- University Assistant is assigned to the DSW program at $24,000/year + 10% fringe.
- Beginning in year 2 we require a full-time secretary position to support the DSW program at a cost of $60,000 + 50% fringe.
- Beginning in year 2, the DSW program will employ .5FTE for a field coordinator and .5 FTE for an Admissions Coordinator at a salary of $90,0000 each and 50% fringe.
- Library resources equal approximately $1500/year
- Marketing, GADE membership and travel equal approximately $10,000/year

NECHE
New England Commission of Higher Education

May 20, 2021

Dr. Joseph Bertolino
President
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-0901

Dear President Bertolino:

I am pleased to inform you that at its meeting on April 22, 2021, the New England Commission of Higher Education considered the report submitted by Southern Connecticut State University regarding its Doctor of Social Work program, as well as the report of the visiting team, and took the following action:

> that the report regarding Southern Connecticut State University's Doctor of Social Work program be accepted and inclusion of the program within the institution's accreditation be confirmed;
>
> that the institution be reminded that its accreditation at the professional doctoral level is limited to the Doctor of Social Work, the Ed.D. in Nursing Education, and the Ed.D. in Educational Leadership programs, and that any plans to offer additional programs at the doctoral level should be submitted to the Commission, in keeping with the Policy on Substantive Change;
>
> that the comprehensive evaluation scheduled for Fall 2021 be confirmed;
>
> that, in addition to the information included in all self-studies, as well as the matters specified in the Commission's letters of December 5, 2018 and February 4, 2020, the Fall 2021 self-study include an update on the University's continued success in implementing the Doctor of Social Work program.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Southern Connecticut State University (SCSU) and confirmed inclusion of the Doctor of Social Work (DSW) program within the institution's accreditation because the report was responsive to the concerns raised in our letter of December 5, 2018 and provided evidence that the University is implementing the program in a manner consistent with Commission standards and policies.

We commend SCSU for its thorough report. Launched in the summer of 2018, the DSW program is offered almost entirely online and involves full-time faculty (all with doctoral degrees and teaching within their area of specialization) who teach one or more courses for the program. In addition to an initial faculty hire in AY2019 to support the program, an additional tenure-track position has been approved for AY2022 thereby

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Toll Free: 855-886-3272 I Tel: 781-425-7785 I Fax: 781-425-1001
neche.org

bringing the total number of full-time social work faculty to 20. Housed in the school of Health and Human Services, the DSW has exceeded enrollment projections (49 actual compared with 45 projected students). After experiencing a COVID-19-related "unanticipated drop" in retention rates for the third cohort, the program has decided to raise the enrollment goal to 18 for AY2022. Otherwise, program retention has been "strong," and the program has made a positive financial contribution to the institution of more than $600,000 over the three years it has been offered. We are pleased to learn from the team report that both faculty and students have expressed great satisfaction with the IT support they have received and that "the human interface to support technology is valued and respected institutionally." Furthermore, although the DSW has yet to graduate its first cohort, the program has "made a commitment to assessment, has already used early performance data to make adjustments, and is focused on a comprehensive assessment approach that will emerge as the program graduates its first cohort in the Spring of 2021."

We remind you that, consistent with our Policy on Substantive Change, the Commission will wish to review any plans the institution may develop to offer additional programs at the doctoral level. It is typically the case that before granting general approval at the higher degree level within the institution's range of academic offerings, the Commission expects to see developed capacity at the higher degree, success with initial programs, and, as appropriate, the development of an institutional culture supporting academic programming at the higher degree.

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information provided in all self-studies and the matters specified in our letters of December 5, 2018 and February 4, 2020, we look forward, in Fall 2021, to learning of SCSU's continued success in implementing the DSW program.

The Commission expressed appreciation for the reports prepared by Southern Connecticut State University and the visiting team and hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education.

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

If you have any questions about the Commission's action, please contact Lawrence M. Schall, President of the Commission.

Sincerely,

George W. Tetler

GWT/jm

cc: Mr. Matt Fleury
Dr. Jane McBride Gates
Visiting Team

Enclosure: Public Disclosure of Information about Affiliated Institution

Southern Connecticut State University

SCSU Office of the President

October 30, 2020

Re: Institutional Response to DSW substantive change team report

Dear Dr. Lawrence Schall,

Below you will find an elaboration of the topics that were raised during SCSU's recent site visit.

1. **Assessment measures and methods.** In addition to the assessment measures/methods noted in the report, the DSW program has created several additional methods of assessment that assess at the program level.
   a. Capstone projects are evaluated with a rubric by a second reader.
   b. Students will complete an externship evaluation upon completion of the program, which taps into their experience in their placement, satisfaction with the setting, and how the externship prepared the student for future careers in leadership/management, university teaching, or advanced clinical practice. Additionally, externship supervisors complete an evaluation of the student's learning and achievement of programmatic goals.
   c. Students will complete an exit survey upon completion of the program that will assess satisfaction with the program and its various components (e.g., course content, areas of specialization, capstone, and externship process).
   d. Students will be contacted two years post-graduation to capture whether students advanced into their area of specialization and their perceptions of the program upon their career achievement (see attached SCSU survey template).

2. **Leadership in teaching**. One of the core specializations offered in the DSW program is university teaching. In order to prepare students, we provide (1) course content, including SWK 806, Education in Social Work, in which students develop a range of pedagogical materials, including a syllabus and teaching philosophy, (2) SWK 807 and SWK 808, the two externship courses in which students are paired with a mentor. For those without prior teaching experience, students co-teach one course in the first semester and then instruct their own class the second semester (or in some cases when teaching a field practicum seminar in our program they may continue to co-teach in the second semester but also will now get paid for this assignment). For those with significant prior teaching experience, students delve more deeply into design, pedagogy and assessment activities; and (3) SWK 809 and 810, in which students may choose a capstone that advances their leadership in teaching, such as developing educational modules for university teaching or developing post-graduate trainings for specific social work settings.

3. **Utilization of feedback to enhance the DSW program**. The DSW program solicits feedback from students through several venues: (1) town halls offered annually in which all cohorts convene with faculty and (2) through course evaluations. In addition, students have sought out the DSW coordinators to provide feedback informally. Within the three years since the program has been implemented, several changes have occurred due to student feedback, including the development of resources such as a dedicated writing support specialist, and the revision of assignments and alteration of course sequence. In addition, these other revisions have been implemented after hearing student feedback:

    a. Designated Wednesday evening as the synchronous meeting time for fall and spring semesters
    b. Adjusted the qualifications for student representation in faculty committees to minimize dual role conflicts (one-year term, DSW Core representative cannot also be teaching part-time in the SCSU BSW or MSW programs)
    c. Provided more assistance with IT and library at orientation
    d. Established channels in Teams for communication and holding of program documents
    e. Clarified procedures for: Capstone advisor request; Externship mentor and project request

Sincerely yours

Joe Bertolino
President

SCSU Alumni

2-YEAR SURVEY

Which of the following best describes your current student status?

- ○ Graduate or professional school student
- ○ Continuing education student
- ○ Seeking admission to graduate or professional school
- ○ Not currently a student and not seeking admission to be a student

Display This Question:

If Which of the following best describes your current student status? = Graduate or professional school student

At what school are you completing your graduate or professional studies?

_____

Display This Question:

If Which of the following best describes your current student status? = Graduate or professional school student

What is the program you are completing for your graduate or professional studies?

_____

Which of the following have you earned since graduating from SCSU? [*check all that apply*]

- ☐ Additional licensure and certifications
- ☐ Additional non-credit credentials (i.e. badges, CEUs)
- ☐ Additional certificates
- ☐ Additional degrees

Display This Question:

If Which of the following have you earned since graduating from SCSU? [check all that apply] = Additional licensure and certifications

Or Which of the following have you earned since graduating from SCSU? [check all that apply] = Additional non-credit credentials (i.e. badges, CEUs)

Or Which of the following have you earned since graduating from SCSU? [check all that apply] = Additional certificates

Please describe the licenses, certifications, non-credit credentials, or certificates that you have earned:

_____

Display This Question:

If Which of the following have you earned since graduating from SCSU? [check all that apply] = Additional degrees

Please describe the additional degrees that you have earned:

_____

Which of the following best describes your current employment status?

- ○ Employed full-time
- ○ Employed part-time
- ○ Entrepreneur (including beginning one's own business, self employed, etc. - Please include details below) _____
- ○ Freelancer
- ○ Completing full-time volunteer or national service (Peace Corps, Americorps, etc.)
- ○ Not employed, but seeking employment
- ○ Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity
- ○ Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

Do you currently live or work in Connecticut?

- ○ Live in Connecticut
- ○ Work in Connecticut
- ○ **BOTH** live and work in Connecticut
- ○ **NEITHER** live nor work in Connecticut

Have you ever recommended SCSU to a prospective student?

- ○ Yes, often
- ○ Yes, several times
- ○ Yes, once or twice
- ○ Never

Page Break

Following graduation, how long did it take you to get your first job?

- ○ I had my first job set-up before graduating
- ○ Less than 1 month
- ○ 1-3 months
- ○ 4-6 months
- ○ 6-12 months
- ○ 1-2 years
- ○ I have been unemployed since graduation, but have been seeking opportunities
- ○ I have been unemployed since graduation, and have not been seeking other opportunities (homemaker, traveling, retired, etc.)

Display This Question:

If Following graduation, how long did it take you to get your first job? =/= I have been unemployed since graduation, but have been seeking opportunities

And Following graduation, how long did it take you to get your first job? =/= I have been unemployed since graduation, and have not been seeking other opportunities (homemaker, traveling, retired, etc.)

What was the first job you had following graduation?

_____

Display This Question:

If Following graduation, how long did it take you to get your first job? =/= I have been unemployed since graduation, but have been seeking opportunities

And Following graduation, how long did it take you to get your first job? =/= I have been unemployed since graduation, and have not been seeking other opportunities (homemaker, traveling, retired, etc.)

Following graduation, which of the following have you experienced professionally? [*check all that apply*]

- ☐ Received a promotion
- ☐ Received more than one promotion
- ☐ Changed field or profession
- ☐ Changed field or profession more than once
- ☐ Started own business
- ☐ Grew own business beyond one employee

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

Following graduation, how long did it take you to secure employment at your current job?

- ○ Secured current employment before graduating
- ○ Less than 1 month
- ○ 1-3 months
- ○ 4-6 months
- ○ 6-12 months
- ○ 12-18 months
- ○ 18-24 months

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

Which organization are you currently working for?

_____

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

What is your current title at your job?

_____

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

What is your salary in your current job (per year)?

- Less than $10,000
- $10,000 - $19,999
- $20,000 - $29,999
- $30,000 - $39,999
- $40,000 - $49,999
- $50,000 - $59,999
- $60,000 - $69,999
- $70,000 - $79,999
- $80,000 - $89,999
- $90,000 - $99,999
- $100,000 or more

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

Is your current job related to the degree you obtained from SCSU?

- Closely related to my degree
- Somewhat related to my degree
- Unrelated to my degree, by choice
- Unrelated to my degree, not by choice

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

How satisfied are you with the position you hold at your current job?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

How satisfied are you with the opportunities for growth and promotion at your current job?

- ○ Very satisfied
- ○ Satisfied
- ○ Neither satisfied nor dissatisfied
- ○ Dissatisfied
- ○ Very dissatisfied

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

As a result of my experiences at Southern and my degree... [*check all that apply*]

- ☐ I have a higher paying job
- ☐ I have advanced in my career
- ☐ I have a rewarding job
- ☐ No change - I am still working at the same job or career level that I was in when enrolled at Southern

---

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

Overall how do you feel about where you currently are in your professional career and where you are headed in the future?

_____

_____

_____

_____

_____

Since graduating from SCSU have you taken on any roles in your local community? (e.g. coaching, volunteer work, fundraising, local politics)

- ○ No
- ○ Yes. Please describe below: _____

Page Break

In thinking about what you learned at SCSU, please consider how strongly you either disagree or agree with the following statements [SD=Strongly disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=Strongly

Agree].
My SCSU experience prepared me to:

	SD	D	N	A	SA
Write clearly.	○	○	○	○	○
Present material verbally.	○	○	○	○	○
Think critically about problems and potential solutions.	○	○	○	○	○
Design and execute research.	○	○	○	○	○
Analyze information in a logical manner.	○	○	○	○	○
Work collaboratively or on a team.	○	○	○	○	○
Work with people from diverse backgrounds.	○	○	○	○	○
Learn new things on my own.	○	○	○	○	○
Communicate using a foreign language.	○	○	○	○	○
Consider the ethical dimensions of social behavior.	○	○	○	○	○

Appreciate aesthetic aspects of the world.	○	○	○	○	○
Engage in service for the public good.	○	○	○	○	○
Promote social justice.	○	○	○	○	○

Display This Question:

If Which of the following best describes your current employment status? =/= Not employed, but seeking employment

And Which of the following best describes your current employment status? =/= Not employed, but seeking admission or currently enrolled in graduate school, or other opportunity

And Which of the following best describes your current employment status? =/= Not employed and not seeking employment or admission to graduate school (homemaker, traveling, volunteer, retired, etc.)

In thinking about your work experience, please consider how strongly you either disagree or agree with the following statements [SD=Strongly disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=Strongly

Agree].

In my work, it is important to be able to:

	SD	D	N	A	SA
Write clearly.	○	○	○	○	○
Present material verbally.	○	○	○	○	○
Think critically about problems and potential solutions.	○	○	○	○	○
Design and execute research.	○	○	○	○	○
Analyze information in a logical manner.	○	○	○	○	○
Work collaboratively or on a team.	○	○	○	○	○
Work with people from diverse backgrounds.	○	○	○	○	○
Learn new things on my own.	○	○	○	○	○
Communicate using a foreign language.	○	○	○	○	○
Consider the ethical dimensions of social behavior.	○	○	○	○	○

In thinking about the impact that your SCSU education had on your life, please consider how strongly you either disagree or agree with the following statements [SD=Strongly disagree, D=Disagree, N=Neither agree nor disagree, A=Agree, SA=Strongly Agree].

My SCSU education and experiences:

	SD	D	N	A	SA
Provided practical experiences related to my chosen career path.	○	○	○	○	○
Prepared me for life after graduation.	○	○	○	○	○
Helped me to be broadly educated.	○	○	○	○	○
Made me more culturally sensitive.	○	○	○	○	○
Helped me to be globally aware.	○	○	○	○	○

Page Break

When you think back on your experience at SCSU, how connected were you to each of the following:

	Not applicable (N/A)	Not connected	Somewhat connected	Very connected
Graduating class	○	○	○	○
Academic department	○	○	○	○
School or College within the University	○	○	○	○
Athletic Team	○	○	○	○
Residence life	○	○	○	○
Club / Organization	○	○	○	○
Fraternity / Sorority	○	○	○	○
Academic Advisor	○	○	○	○
Professor(s)	○	○	○	○
On-campus employer	○	○	○	○
Study abroad program	○	○	○	○
The University as a whole	○	○	○	○

Display This Question:

If When you think back on your experience at SCSU, how connected were you to each of the following: = Professor(s) [Very connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Professor(s) [Somewhat connected]

If there are specific faculty members who you would like to recognize for making a positive impact on you, please write their name(s) below:

_____

Display This Question:

If When you think back on your experience at SCSU, how connected were you to each of the following: = Club / Organization [Not connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Club / Organization [Somewhat connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Club / Organization [Very connected]

Which Club(s) / Organization(s) were you a part of at SCSU?

_____

Display This Question:

If When you think back on your experience at SCSU, how connected were you to each of the following: = Fraternity / Sorority [Not connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Fraternity / Sorority [Somewhat connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Fraternity / Sorority [Very connected]

Which Fraternity / Sorority were you a part of at SCSU?

_____

Display This Question:

If When you think back on your experience at SCSU, how connected were you to each of the following: = Study abroad program [Not connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Study abroad program [Somewhat connected]

Or When you think back on your experience at SCSU, how connected were you to each of the following: = Study abroad program [Very connected]

Which Study Abroad program were you a part of at SCSU?

_____

Please indicate the ways in which you engage with news and happenings at SCSU:

	Do not receive *OR* N/A	Never	Sometimes	Always
Southern Magazine (print version)	○	○	○	○
Southern Magazine (digital version)	○	○	○	○
Alumni e-newsletter	○	○	○	○
Department e-news	○	○	○	○
University website	○	○	○	○
Social media	○	○	○	○
Word of mouth / Friends	○	○	○	○
Other news sources	○	○	○	○

Please indicate your level of interest in the following types of SCSU events:

	Not interested	Possibly interested	Interested
Alumni professional networking events	○	○	○
Homecoming	○	○	○
Life-long learning / Education-based events	○	○	○
Alumni social gatherings	○	○	○
Family friendly events	○	○	○
Volunteer / Community events	○	○	○
Career support and advising opportunities	○	○	○

Please indicate your interest in any of the following ways to give back to SCSU:

	Not interested	Possibly interested	Interested
Serve on a board / Committee	○	○	○
Mentor a student	○	○	○
Join an alumni affinity group	○	○	○
Participate in Alumni Professionals Day	○	○	○
Speak / Present to class	○	○	○
Provide internships	○	○	○
Make a financial donation	○	○	○

What is the best email address for SCSU to stay in touch with you in the future?

_____

Is there anything else you would like to share with us at this time?

_____

_____

_____

_____

_____

End of Block: Default Question Block

Report to the
Faculty, Administration, Trustees, Students

of

Southern Connecticut State University
New Haven, CT

by

An Evaluation Team representing the
New England Commission of Higher Education

Prepared after study of the institution's
implementation report and a virtual visit to review the
Doctor of Social Work Program

October 28, 2020

Submitted by:

Dr. Alex Johnson, Chair
Provost and Vice President of Academic Affairs, MGH Institute of Health Professions, Boston, MA

Dr. Michael LaSala
Director of the Doctor of Social Work Program and Associate Professor, Rutgers University,
New Brunswick, NJ

This report represents the views of the evaluation committee as interpreted by the chairperson. Its content is based on the committee's evaluation of the institution with respect to the Commission's criteria for accreditation. It is a confidential document in which all comments are made in good faith. The report is prepared both as an educational service to the institution and to assist the Commission in making a decision about the institution's accreditation status.

INTRODUCTION

Drs. Alex Johnson and Michael LsSala completed a full day site visit (virtual) at Southern Connecticut State University on October 28, 2020. Arrangements were completed through work with the Associate Vice President for Academic Affairs at SCSU. The purpose of the visit was to review the SCSU Doctor of Social Work Program (DSW) for final approval by NECHE. In 2017, the Commission accepted the initial plan for the DSW program and recommended that a site visit be completed during the fall 2020 semester.

This visit was conducted virtually due to COVID-19 restrictions. A planned brief visit to the campus scheduled for Nov. 5 was cancelled due to health advisory restrictions by Connecticut state government. This required visit will be rescheduled when travel restrictions permit.

Despite the need to change the visit to a virtual one, the visit was completed without difficulty. All participants were on time, and well prepared. Over the course of the day we met with students, faculty, program and department leadership, the Dean of the School of Health and Human Services, the Provost and the President, as well as the Associate Provost. Each meeting was informative and helpful, and respondents provided verification of the information that was needed for the team's review. There were no technology challenges using the pre-arranged zoom technology. While everyone involved agreed that a physical site visit would have been preferable, the team believes that a valid and accurate site visit was accomplished.

The areas to be addressed in the program's summary report and in the site visit were identified as:

1. assessing the effectiveness of the DSW Program and using the results to make improvements.

2. achieving its enrollment goals and maintaining sufficient financial resources to support the DSW program.

3. ensuring that the University's technological infrastructure is sufficient to support the online component of the DSW program.

4. ensuring that there are a sufficient number of qualified faculty to support the DSW program.

The following report based on the visit review of available documentation addresses these four areas.

Program Description and History

At SCSU, the Doctor of Social Work program is one of several units within the School of Health and Human Services led by Dean Sandra Bulmer. The Social Work Department, led by a Chair, has three major academic offerings including bachelor's and master's degrees, and the relatively

new Doctoral of Social Work (DSW) program that has co-directors. The Chair's area of personal scholarship focuses on strategic planning and his leadership focus is visible in the synchrony within this program and the alignment of the program within the Department. There has been a commitment to developing a doctoral program that meets the needs of the region and provides leaders in teaching, clinical practice, and administration. Administrators, faculty and students were consistently positive and proud about the progress of the program to date, along with the innovations they have undertaken due to the pandemic. There is a definite sense of collaboration and trust. The doctoral program is the first DSW in New England and is a point of pride for all associated with it.

Assessment:

Graduate programs at Southern are assessed within each department housing them and are assessed along with undergraduate programs on a seven-year rotating basis. Graduate programs that require specialized accreditation conduct those reviews separately from this process. At the School of Health and Human Services level, most of the other departments have disciplinary defined specialized accreditations. While there are specific standards available for master's level education programs in social work, the specialized accreditor only recently (June 2020) published standards for the DSW. While the DSW faculty and leaders have been conducting assessment activities consistent with department-level standards, they plan to implement the new standards in the future. Because the SCSU DSW program is less than three years old and therefore as of the date of the visit had no graduates, most assessment activities have focused on formative (as opposed to summative or outcome) activities. As students complete the program and continue in their social work careers, there will be opportunities to provide a broader assessment picture of program performance and the program co-directors provided the team with a plan for further assessment.

Currently, the program has an extensive model for course mapping to curricular objectives and they have systematically tied course activities to these various indicators. Thus, as students complete a specific course requirement, their performance can be traced back to the program objectives. For acceptable performance, the program has used a grade of 80% on an activity within a course to indicate whether the specific goals were being attained. The program provided a very detailed summary of their use of this program performance data to evaluate student success. They are now using the first cohort's completion of a capstone project as an outcome measure of integrated achievement of program goals. The details of program performance were provided with the documentation prepared for this visit. Importantly, the program was able to provide solid recommendations for program improvement based on the use of these data. Examples of changes include provision of a writing tutor to assist students returning to school after many years out of the academic setting and increasing availability of statistical and research consultants to assist with the capstone project.

In addition to extensive quantitative information being collected by the program, it is obvious that there is also a systemic approach to the collection of qualitative information. This occurs through conversations between advisors and students as well as through student-faculty town halls that occur on a regular basis. This information is collected and maintained by the program co-directors. They were able to provide examples of changes in scheduling to better align with student work schedules, inclusion of students in program governance, increased assistance from

IT and the library during orientation, and clarification of the process for choosing capstone advisors.

In addition to these changes already implemented, other planned changes include the development of a new tool for assessment of doctoral students in their community-based practica, the development of a new exit survey to be used with students as they complete the program, and the implementation of an alumni tool that will be used to assess the impact of the program on career satisfaction and achievement. The program chair indicated that bookmarking program performance overall by adding a pre-test/post-test model will begin with the admission of the next cohort. Finally, the program indicates that they will now consult the new DSW program accreditation standards developed by the Council on Social Work Education to further shape their assessment program.

Given the team's review of the report prepared in advance of the visit, as well as conversations with many stakeholders and the Department Chair, it is obvious that the program has made a commitment to assessment, has already used early performance data to make adjustments, and is focused on a comprehensive assessment approach that will emerge as the program graduates its first cohort in the Spring of 2021. It is clear that Todd Rofuth, department chair has considerable expertise in the area of program evaluation and its various methodologies. It is also obvious that his expertise has influenced and will continue to assure a strong commitment to data utilization in decision making. At the same time the program co-directors provided solid evidence of qualitative data use to provide valuable formative feedback that has led to meaningful program changes. It is this balance of both qualitative (valid) and quantitative (reliable) data that will continue to provide valuable forward movement for the DSW program. Because the program is organized around three primary themes (leadership, teaching, and clinical practice), it will be important to capture these outcomes in the future. This is consistent with the aspirations of the faculty, chair, and program co-directors.

Enrollment, Retention, and Financial Support:

The SCSU Doctor of Social Work program has a solid record of enrollment to date. In its first three years, the program has exceeded its goals for enrollment. The goal of 15 students per year (total = 45) resulted in 49 students enrolling in the program in total after the first three recruitment years. There has been some attrition. In the first year, one student passed away and two others left for academic reasons. In the third year of the program (current academic year) three students left the program and 4 more are on leave. These disruptions in the current year appear to be pandemic related. In order to better plan for potential loss of enrollment over the course of the program, a decision has been made to set an enrollment goal of 18 for each year, thereby allowing for some attrition while preserving the targeted goal of maintaining 15 per year.

The applicant pool for the DSW program is approximately double the intended enrollment, providing an opportunity for selectivity though 50% of matriculated students in the first three cohorts have an MSW degree from SCSU. There was a slight increase in the number of applicants in the third year of the program. The recruitment program is supported by the university through written documents, social media, and graduate fairs. There is also financial aid available for students. The university, at all levels, has a strong commitment to diversity in student recruitment.

The DSW program has exceeded expectations for enrollment and retention and successfully operated within the budget parameters that were established when the program was approved by the Board of Regents for the CSCU system. Since it was launched in Summer 2018, the DSW program has produced a total of $1,635,873 in tuition and fees against expenses of $963,385. The President, Provost, Dean, and Department Chair all commented positively on the enrollment success of the program to date.

Diversity in enrollment was a consistent theme in both written and narrative reporting. As a point of pride, the program acknowledges success in now recruiting 80% of its class as representing underrepresented groups. The chair and the co-program directors acknowledged the importance of this model to the delivery of social work services in the community. While many, perhaps, all graduate professional programs aspire to these goals in enrollment, it was important to talk with students about their involvement in the program and their experiences as learners. In the team's interviews with over a dozen students, there was consistent praise for the faculty and co-program directors for their flexibility and understanding of the challenges that could be experienced by students of color as well as by older students. One student indicated that she was over the age of 65, and while she found the first two semesters to be "bumpy", she was grateful for the responsiveness, flexibility, and availability of the faculty and advisors "even on the weekends." Students shared uniform, consistent, and effusive praise for the curriculum and the faculty.

Technology:

Given that the DSW is a program that is offered almost fully online (there are occasional on-campus intensive courses), technology instruction and support is critical. The program provides solid technological instruction to faculty and to students during orientation. At the university level, a number of impressive initiatives have assured that faculty are proficient in using tools and best practices for online education. An outside vendor provides support for the development of online resources that are accessible to all students, particularly those with disabilities. The help desk is available 24 hours a day, 7 days per week. There is a faculty development program to support online teaching, and several faculty members within the department have extensive experience in online teaching. Students, faculty, and administrators reported satisfaction with the various platforms, and all praised the resources available to assist when problems arise or new information is needed. It was clear to the team that the human interface to support technology is valued and respected institutionally. Students and faculty members cited librarians and technology professionals by name, voicing appreciation for their ability to customize to the needs of the learner. This appears to fully support the goals of the DSW program in a manner that is fully adequate.

Faculty:

Twelve (12) full-time faculty teach one or more courses in the DSW program. The faculty in the DSW program all hold doctoral degrees and teach in their specific areas of specialization. This is two-thirds of the full-time faculty in the department. All full-time faculty are eligible to teach in their areas of expertise (particularly with capstone advising and externship liaison work). A list of available capstone advisors and externship liaisons is updated each year, allowing for

additional full-time faculty to participate as their other responsibilities allow. DSW students benefit from this large number of faculty with a broad range of expertise who teach in the DSW program because they take coursework and focus on clinical practice, higher education, or leadership and management in their externships and capstone projects.

The department added one new faculty line for the DSW program in AY 2018-2019 and have been approved to do a search for another tenure-track position for AY 2021-2022. These two additional lines were included in the initial proposal to NECHE to ensure that there would be sufficient numbers of faculty for the DSW program, and aligns with the Council on Social Work Education's requirements in the recently approved Accreditation Standards for Professional Practice Doctorates (June, 2020).

There is deep talent and experience within the faculty. They represent the breadth of the large and diverse social work field. They are productive in writing and research, providing a rich intellectually rigorous environment for their DSW students. Students commented that it is actually quite easy to find a faculty member whose specialty interests align with their own. From discussions with students, it was obvious by the diversity of their various areas of focus that the program at SCSU was attractive because of this broad palette of faculty expertise. Faculty seemed delighted to teach these advanced students and appreciated their work ethic and commitment. There was a clear sense, from speaking with the faculty, that this advanced curriculum will develop the next generation of teachers and leaders.

Summary:

It was a great pleasure for the team to learn about the Doctor of Social Work program at the Southern Connecticut State University. The team's interactions with everyone were positive, congenial, and informative. We deeply appreciated the opportunity to meet with the institution's leadership, faculty, and students of the Department of Social Work. They were great "virtual" hosts for this visit.

The intent of this report is provide evidence for the Commission to consider whether the DSW program, in its first three years, has accomplished satisfactory performance in enrollment and financial support, technology, assessment, and faculty sufficiency. Following the completion of the review and visit, we commend the leadership and faculty in their successful progress to date.

Particular strengths of the program include strong and talented leadership, a faculty sufficient in the breadth and depth of the program's areas of content, a highly successful approach to enrollment management, and strong platforms for teaching, and accountability. Solid plans are underway to expand and improve outcome measurement. In each of the core areas that were the focus of this substantive change review, it appears that the program has consistently addressed and exceeded the expected level of performance. In addition, the team observed many strengths that go beyond these four primary areas of review. Some of these examples include:

1. An innovative curriculum developed carefully and with a strong theoretical basis.

2. A required practicum experience that is unique in the field of doctoral social work education.
3. A student capstone model that provides an opportunity for both innovation and contributions to the field that is highly valued within the program and by the students.
4. Exceptional leadership and support from the President, Provost, as well as other university administrative leaders.
5. An impressive cadre of advanced learners who cite their own extensive intellectual growth, leadership development, and acquisition of new knowledge and skills as key program outcomes.
6. Dedicated program leadership from the co-directors and a very talented faculty.
7. A culture that appears both welcoming and inclusive to diverse learners.

As the program graduates its first cohort, the program leadership is well aware of the need to expand their model of assessment to include practicum and post-graduation satisfaction and performance, as well as to include measures that are not all tied to specific coursework nor only assessed by faculty. As noted, the program has plans in place to expand its assessment efforts in the near future.

SOUTHERN CONNECTICUT STATE UNIVERSITY

501 Crescent Street
New Haven, CT 06515-1355

September 15, 2020

Re: Substantive Change Update, DSW Program

Southern Connecticut State University
Department of Social Work
DSW Program
NECHE Substantive Change Update 2020

Goal for Review

The Initial Substantive Review document stated that the DSW degree will prepare leaders with expertise in advanced clinical practice and evaluation, social service management, and social work education. The program seeks to meet the need for advanced credentialed social workers to lead organizations and clinical practice programs in healthcare, child welfare, criminal justice, and other social service settings. The program also seeks to meet the demand for social work faculty with expertise in clinical practice to fill openings arising from waves of retirements. The program is particularly interested in attracting and preparing historically minoritized social workers (e.g., social workers who identify as first-generation college students, multiracial, Black and/or Latinx, LGBTQ+) for these organizational and educational positions so that leadership positions more adequately reflect the demographics of front-line social workers and the groups that the profession serves.

The program is currently in the beginning of its third year of operation. Three cohorts have been admitted and engaged in coursework. Cohort 1 is on track to graduate in Spring 2021. A total of 39 students are currently enrolled.

1. Assessment and Use of Results to make continuous improvements

See assessment document.

2. Maintain Enrollment Goals and Sufficient Financial Resources

Cohort	Target Enrollment	Applied	Admitted	Matriculated	Progressing	Left Program	Deferred	Leave of absence	Academic dismissal
1	15	24	18	18	15	1	0	0	2
2	15	33	14	13	13	1	0	0	0
3	15	31	18	18	11	3	2	2	0

The program's goal continues to be to enroll a cohort of 15 students each summer every year. The chart above provides an overview described below.

Recruitment
Recruitment strategies continue to evolve. The first cohort was recruited from a distribution list of 145 who expressed interest in the program. The list was generated from informal conversations with faculty during such activities as BSW and MSW site visits, job references for alumni, part-time instructors, and other community interactions. Most of our BSW and MSW graduates find employment in the state of Connecticut. They remain a significant part of the recruitment pool each year and also do informal marketing. 50% of matriculated students in all three cohorts have an MSW degree from SCSU.

For the second and third cohorts, DSW Coordinators participated in university graduate admissions information sessions. The MSW Admissions Director also provides outreach when marketing that program. In Fall 2019, the MSW Admissions Director and some DSW faculty staffed a table at the national social work education conference in Denver. Social work faculty and current DSW students are also informally doing outreach, as evidenced by the applicants who mention a specific name in their applications or email communications.

During AY 2018-2019, the School of Graduate and Professional Studies (SGPS) changed the application platform. There were several unfortunate challenges that applicants experienced for all programs. Despite individual outreach and diligent responsiveness from SGPS, several applicants did not complete their applications, resulting in several incomplete applications for Cohort 2.

A scoring rubric is used to rate all applicants using the criteria required for the application. The quality of the overall pool for cohort two was slightly lower than for cohorts one and three, resulting in only 14 admitted applicants. We had a robust applicant pool for cohort three, including a waiting list of four students. Despite the onset of COVID-19 in March, all 18 admitted were still committed one month prior to starting the program. Three of the four on the waiting list deferred their applications to this coming year to be considered for cohort four. Financial aid deadlines and the cohort program sequence prohibit adjustments to the waiting list timeline.

Retention

Several factors have significantly impacted doctoral student applications, matriculation, and progression through the program.

Our first cohort was able to sustain 15 students moving through years two and three despite one student who died in Summer 2020 from a terminal illness and two others who did not meet academic standards.

Although smaller than our target, our retention of cohort two has been strong, with 13 students progressing well.

Our most recent cohort, admitted for the 2020-2021 term has been beset by conditions we have all faced during the pandemic. Three students left after realizing that the program was not what they were seeking for their career trajectory. One student got a job promotion to administer a multi-million-dollar grant as the program began and is deferring to next summer. One student contracted COVID-19 in the spring and missed financial aid application deadlines, so is deferring to next summer. Two more experienced significant health issues during the summer session and have taken a leave of absence until their health allows them to return.

We also want to note that university resources (within SCSU's Student Affairs and the SCSU Foundation), have provided vital support for students who contracted COVID and experienced other disruptive life events (e.g., a house fire).

After experiencing the unanticipated drop in Cohort 3 numbers in Summer 2020, we have decided to use 18 as the admissions enrollment target number for AY 21/22 and will monitor the results. Should numbers continue to drop, we will increase the number of accepted students for AY 22/23.

Financial Resources

The DSW program has exceeded expectations for enrollment and retention and successfully operated within the budget parameters that were established when the program was approved by the Board of Regents for the CSCU system. Since it was launched in Summer 2018 the DSW program has produced a total of $1,635,000 in tuition and fees against expenses of $970,946. This number is inclusive of fringe for all salaries but not inclusive of facilities or other overhead expenses.

Cohort 1 was launched in summer 2018, enrolled 18 students and produced tuition and fee revenue of $382,536 from summer 2018 through spring 2019. Expenses for this year totaled $282,808 which was approximately $100,000 less than revenues. Year 1 expenses included $88,456 faculty compensation for teaching DSW courses, $16,800 new online course development; $82,500 for .5FTE DSW coordinator support; $57,750 for .5FTE admissions/field coordinator support; $19,200 Graduate Assistants; $10,000 marketing and approximately $8,000 for other program related expenses.

Cohort 2 was launched in summer 2019 and enrolled 14 students. Cohort 1 continued with 17 students. Combined, these two cohorts produced tuition and fee revenue of $654,016 from summer 2019 through spring 2020. Expenses for this year totaled $358,634 which was nearly $300,000 less than revenues. Year 2 expenses were very similar to those in years 1 and 2 except for a corresponding increase in teaching expenses and a small reduction in marketing expenses. In fall 2019 the Department of Social Work increased total full-time faculty lines to 19 (18 of whom were tenure track). Full-time faculty lines in this department had been 17 or 18 since fall 2015. This additional faculty resource allowed the department to backfill for faculty who were teaching and administering the DSW program.

Academic Year	Tenure Track	Special Appointment	Total Full-time Social Work Faculty
Fall 2015	16	2	18
Fall 2016	14	3	17
Fall 2017	14	4	18
Fall 2018	16	1	17
Fall 2019	18	1	19
Fall 2020	19	0	19
Fall 2021	20	0	20

Cohort 3 was launched in summer 2020 and initially enrolled 14 students. This cohort has since experienced COVID-19 related attrition and enrolled 11 students in fall 2020. Cohort 1 continued with 15 students and cohort 2 continued with 13 students. Combined, these three cohorts have produced tuition and fee revenue of $599,321 from summer 2020 through fall 2020. Expenses for this year have totaled $321,943 to date, which is approximately $278,000 less than revenues. Year 3 expenses are very similar to those in years 1 and 2 except for a corresponding

increase in teaching expenses and a reduction in new online course development expenses. The Department of Social Work maintained full-time lines at 19 full-time faculty by completing a search to replace a faculty member on special appointment. All 19 full-time faculty are now on tenure track. A tenure track search has been approved for the Department of Social Work and that search will be completed in 2021 with a start date of fall 2021. This new hire will bring the department up to a total of 20 full-time faculty lines which allow for delivery of 3 simultaneous DSW cohorts. We have requested a secretary line for the Department of Social Work and will learn about the status of that resource after the State of Connecticut provides budgeting information and guidance for fiscal year 2022.

3. Sufficient Technological Infrastructure

Over the past three years, Southern has expanded its online course training opportunities for all faculty. Every DSW faculty member has participated in one or more of the sessions available by SCSU's new Office of Online Learning (https://inside.southernct.edu/online-learning). Trainings include online course design and best practices regarding synchronous and asynchronous deliveries as well as training on specific applications such as Teams, Blackboard, and Kaltura. Faculty also have access to individual tutorials with faculty and IT experts, including Dr. Kyle O'Brien, one of the DSW faculty. Due to the transition to remote learning in the university, certifications are not being offered as every faculty member is expected to become proficient with online instruction through trainings on and off campus.

Several DSW faculty have hybrid and online teaching expertise from previous institutions, providing mentoring and peer support in online course development and delivery: Dr. Mary Acri, Dr. Elisabeth Counselman Carpenter, Dr. Kyle O'Brien, and Dr. Carmela Smith.

Dr. Elisabeth Counselman Carpenter also conducts research, publishes and presents on the use of technology in graduate level social work education. Recent presentations include the Social Work Distance Education Conference (SWDE), and SUNY Online conference: Engaging Adult Learners by Creating Inclusive Online Classroom Communities.

To fully meet standards for ADA compliance, the university has contracted with Charter Oak University to provide staff support for initial online course shell development as well as ongoing course revisions.

Also of note: Those faculty teaching in the Summer 2020 sessions participated in SCSU Faculty Development online course trainings prior to teaching online during the residency week.

The DSW program has utilized Zoom for all synchronous activities, including orientation, check-in meetings with the program coordinators, courses, and faculty office hours. Because Zoom was the only platform to provide opportunities for breakout rooms and other videoconferencing tools that support synchronous learning, it was has been the platform for the past two years. Courses offered in fall and spring semesters have a *minimum* of four (4) synchronous sessions.

At the DSW Program Orientation, students receive instruction on accessing and using these platforms and receive links for instructional videos. Students are also provided with the contact information for the ongoing support available for the following platforms:

- **Banner Web**: Course Registration; Academic Records
- **Outlook**: SCSU email (official communication tool)
- **Blackboard**: Course Learning Management System (LMS)
- **Zoom**: Synchronous videoconferences for all courses
    - Instructors schedule meetings and share invitation links
- **DSW Cohort Team**: DSW Program documents and Cohort channels (Microsoft Teams)

Faculty teaching the two initial summer courses help students learn to navigate Zoom and Blackboard.

In addition to initial orientation and training, the university Help Desk is available 24/7 for faculty and students: https://helpdesk.southernct.edu/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=southernct. Since COVID-19 this site responds via phone, chat, and email. The Social Work reference librarian, Lisa Bier, is also available to meet via WebEx, phone, email, and chat.

4. **Sufficient Number of Qualified Faculty**

Twelve (12) full-time faculty teach one or more courses in the DSW program. This is two-thirds of the full-time faculty in the department. All full-time faculty are eligible to teach in their areas of expertise (particularly with capstone advising and externship liaison work). A list of available capstone advisors and externship liaisons is updated each year, allowing for additional full-time faculty to participate as their other responsibilities allow. DSW students benefit from this large number of faculty with a broad range of expertise who teach in the DSW program because they take coursework and focus on clinical practice, higher education, or leadership and management in their externships and capstone projects.

The department added one new faculty line for the DSW program in AY 2018-2019 and have been approved to do a search for another tenure-track position for AY 2021-2022. These two additional lines were included in the initial proposal to ensure that there would be sufficient numbers of faculty for the DSW program. This also aligns with the Council on Social Work Education's requirements in the recently approved Accreditation Standards for Professional Practice Doctorates (June, 2020).

Summary

Instructor	Course(s)	Research and Scholarship Agendas
Mary Acri	802, 820, 807, 808, 809, 810	Mental health services research, which includes examining barriers to access amongst families of children evidencing mental health difficulties and developing and testing methods to improve access and service quality. Specific areas include: Child disruptive behavior disorders, peer-delivered

		interventions, animal-assisted treatment for children with anxiety and autism and developing and testing unique models of detection and outreach for families impacted by poverty.
Elisabeth Counselman-Carpenter	821	Social Work and Technology; Post-traumatic growth; LGBTQIA+ health disparities; qualitative & mixed methods.
Jack Paul Gesino	823	Positive Psychology, elders and families.
Elizabeth Keenan	805, 807, 808, 809, 810	Heuristics and strategies to raise awareness, strengthen capacity, and implement actions that decrease inequity and oppressive cultural practices and promote co-creation of inclusive spaces in higher education, community leadership, and social work practice.
Shuei Kozu	800	Clinical practice with children & families, disaster mental health, and clinical social work in health care settings, children and disasters, and racial and ethnic microaggressions.
Kyle O'Brien	807, 808	Integrated Primary and Behavioral Health Care; Interprofessional Practice; Positive Psychology; Positive Neuroscience; Patient Engagement, Hope, and Motivation; Burn Injuries & Rehabilitation; Aging and Gerontology; The Bi-Directional Relationship Between Illness/Disability and Mental Health
Julie Piepenbring	831, 833, 809, 810	Autism Spectrum Disorder and the impact of ASD on family systems; cultivating cultural mindfulness and cultural humility through supervision, and within organizational cultures and leadership teams; and leadership and management in social work practice.
Jaak Rakfeldt	822, 807, 808, 809, 810	Mental Health and Substance Abuse Issues; approaches to Psychotherapy, Identity issues
Elizabeth Rodriguez-Keyes	821, 807, 808	Utilizing hybrid models in social work teaching, clinical practice and the process of supervision, and cross-cultural clinical practice, particularly the challenges posed by using developmental theories across cultures.
Todd Rofuth	831, 833, 807, 808, 809, 810	Child welfare, childcare, full employment policy, welfare employment, economic

		development and jobs, drug courts, elder care, leadership and management.
Carmela Smith	804, 806, 807, 808, 809, 810	Emotional Maltreatment-Abuse in Educational Settings; Anti-Oppression Work, specifically in Educational Settings; Bullying/Relational Aggression; Dyslexia (Emotional Maltreatment-Abuse, Comorbid Disorders, Higher Education, Identification/Interventions); Universal Design for Learning
S.M. Tomczak	803	History of social welfare and social work; poverty; history of community organization in social work; child welfare policy

See the SCSU DSW Faculty Publications, Presentations, and Grants 2017-2020 document for the faculty research and scholarly activities from the past three years.

COVID-19 Response Section

All summer 2020 courses at the university were fully online. In order to achieve the learning necessary during the residency week, faculty teaching summer courses for all three cohorts (with the exception of SWK 809 Capstone Proposal) offered synchronous learning during the scheduled residency week meeting times. DSW Coordinators also scheduled Zoom check-in meetings with each cohort in between classes to elicit feedback and orient them to the next steps in their program plan. Students in Cohort 3 wondered what it would have been like to have met on-campus while students in Cohorts 1 and 2 expressed appreciation for on-ground residency opportunities in previous years because it provided an opportunity to develop face-to-face relationships and also meet with students in other cohorts. That being said, Cohort 3 students were already utilizing the same technologies that Cohorts 1 and 2 use during the fall and spring semesters to provide support and work collaboratively on group projects.

Summary

As a professional doctoral program that enrolls a diverse student population who are training and working directly with our community organizations, the DSW program actively seeks to realize the university mission: "*Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good."*

Regarding governance, the DSW Program provides the final milestone for students within the Department of Social Work (from BSW, to MSW, to DSW). Social Work is one of 17 practice-based disciplines housed in the College of Health and Human Services managed by Dean Sandra Bulmer, Ph.D. The School of Graduate and Professional Studies guides graduate degree admissions and overall academic policies for all graduate degrees and certificates, including eight online programs. This School works in tandem with a representative Graduate Council

(comprised of a member of each graduate program) to facilitate, review, and approve all graduate curriculum (including new and revised courses and programs). Finally, Graduate Council members sit on the relatively new university Standards and Assessment Review (StAR) Committee that oversees and implements a systematic review of all undergraduate and graduate programs within the university to ensure academic and professional quality standards are met and students continue to be well-served.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019395), leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

_____

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

ITEM
Continued Accreditation of a program, Cybersecurity, leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Cybersecurity	
CIP Code	11.1003	
OHE# (Leave blank for new programs)	019395	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	X Licensure and Accreditation __ Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) __ On Ground X Hybrid __ Online	Future __On Ground X Hybrid __Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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

PERFORMANCE INDICATORS

Student Enrollment
Projected full-time equivalent (FTE) enrollment for program's Year 3: 25
Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 23
Difference: -2

Cost Effectiveness
Total Revenue generated by program during its Year 3: $15,225 (headcount{25}x tuition{$609})
Total Expenditures apportioned to program in its Year 3: $0
Difference: $+15,225

Learning Outcomes

Students are assessed for degree learning outcomes at the end of the program by successful completion of courses required of the degree. In Spring 2021, three courses required of the Cybersecurity program ran with a successful student pass rate of 90%+ for all three courses.

PROGRAM CHANGES

No program changes have been made.

RECOMMENDATION

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

12/03/2021 – BOR Academic & Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date: **Approved, 2016**

Program Characteristics

Name of Program: **Cybersecurity**

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

Degree's Associated Certificate(s) (if any) **N/A**

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

Semester Date Program was Initiated: **Fall 2018 (118312)**

Year 3 – 7th Semester Date: **Fall 2021 (121312)**

Date of First Graduation: **Fall 2020 (120312)**

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

If "Combined", % of fully online courses? **15**

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

Program Credit Distribution

Credits in General Education: **27**

Credits in Program Core: **27**

Credits of Electives in the Field: **6**

Credits of Other Electives: **0**

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

Total # Cr in the Program *(sum of all #Cr above)*: **60**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60**

Date of BOR Approval: **5.10.2018** CIP: **11.1003** OHE#: **019395**

Institutional Contact for this Proposal: Dr. Karen Hynick	**Title**: CEO / Interim Dean of Academic Affairs and Student Services	**Tel**.: 860.932.4129 **e-mail**:khynick@qvcc.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 105

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 24

Difference: *-81*

Cost Effectiveness

Total Revenue generated by program during its Year 3: *$* 83,240

Total Expenditures apportioned to program in its Year 3: $ 53,157

Difference: *$+30,083*

Learning Outcomes

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

Students are assessed for degree learning outcomes at the end of the program by successful completion of courses required of the degree. In Spring 2021, three courses required of the Cybersecurity program ran with a successful student pass rate of 90%+ for all three courses.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

Program alignment between Connecticut Community Colleges have been routinely occurring over the last year. Cybersecurity program alignment between these CC's will occur soon, anticipated completion will be spring of 2022. Cybersecurity program

adjustments are expected.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.) Budget for this program is not needed as existing services (computer lab space, desktops) already exist. In addition, the use of open-source software is used when needed.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)
No special requirements were issued by the BOR.

Details of Curriculum Changes for a Licensed and Accredited Program *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
Core Course Prerequisites				**Elective Courses in the Field**		
				Total Other Credits Required to Issue Credential		

Other Narrative Background Since Initial Licensure and Accreditation Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)
None.

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

No changes to the L.O.'s for this degree.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

It should be noted that this program is relatively inexpensive to run because it falls under the umbrella of our computer science department's array of certificates and degrees under a single faculty member's purview. No negative difference within cost effectiveness was noted.

Improvement Plan

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

On the original program application, student enrollment was predicted based on labor market information and number of jobs available in Connecticut and nationally in 2018. Due to covid, we have had a slower start than was hoped but we do anticipate greater interest in this program and expanding marketing and partnerships with EWIB, local high schools, and local businesses to grow enrollment.

Curricular Change

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

None

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program) Due to unforeseen circumstances (the pandemic) QVCC's cybersecurity program has not done as well as anticipated; however, no loss of revenue is expected to run this program into the future, in fact we predict the program will be profitable. In addition, the continuing labor market demand in this field in our region, state, and nationally speaks to and demonstrates the need for citizens in our region to have access to this important programming.

Resources and Costs Estimates Form

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	$22,380	$52,170	$44,760	$55,764	$67,140	$59,358
Program-Specific Fees	-	-	-	-	-	-
Other Revenue (Annotate in narrative)	-	-	-	-	-	-
Projected Program Revenue	$22,380	$52,170	$44,760	$55,764	$67,140	$59,358

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	1	$30,425	1	$30,425	1	$30,425
Faculty (Full-time, total for program)	0	-	0	-	0	-
Faculty (Part-time, total for program)	3	$23,156	3	$23,156	3	$23,156
Support Staff	0	-	0	-	0	-
Graduate Assistants	0	-	0	-	0	-
Library Resources Program	0	-	0	-	0	-
Equipment (List as needed)	0	-	0	-	0	-
Other (e.g. student services)	0	-	0	-	0	-
Estimated Indirect Costs (e.g. student services, operations, maintenance)		$150		$150		$150
Total Annual Expenditures		$53,731		$53,731		$53,731

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

Please provide any necessary annotations below:

- Salaries are project at FY22 rates (includes both salary and fringes). 25% of the salary of the Program Coordinator was allocated to this program.
- No salary increases projected due to no contract.
- Revenues: Tuition revenue was kept flat since no increase information currently exists. For students in the cybersecurity major, projected numbers of 25, 30, and 35 were used for FY22, 23 and 24 (YR 1, 2 & 3), the assumption was made that these students would be full time. Currently, three students (not in major) are taking cybersecurity courses, so three part-time students are projected for each year as well.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Accounting (CIP Code: 52.0302 / OHE# 001772), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	001772	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Accounting** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AS** CIP Code Number **520302** Title of CIP Code **Accounting Technology/Technician and Bookkeeping** OHE# **001772**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Advanced Accounting (CIP Code: 52.0302 / OHE# 011770), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Advanced Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Advanced Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	011770	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Advanced Accounting** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **520302** Title of CIP Code **Accounting Technology/Technician and Bookkeeping** OHE# **011770**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Advanced Management (CIP Code: 52.0201 / OHE# 011772), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Advanced Management, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Advanced Management	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	011772	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Advanced Management** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **520201** Title of CIP Code **Business Administration and Management, General** OHE# **011772**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Applied Accounting (CIP Code: 52.0302 / OHE# 011771), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Applied Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Applied Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	011771	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Applied Accounting** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **520302** Title of CIP Code **Accounting Technology/Technician and Bookkeeping** OHE# **011771**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Applied Management (CIP Code: 52.0201 / OHE# 011773), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Applied Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Applied Management	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	011771	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Applied Management** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **520201** Title of CIP Code **Business Administration and Management, General** OHE# **011773**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Business Administration (CIP Code: 52.0201 / OHE# 001776), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Business Administration, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Business Administration	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	001776	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Business Administration** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AS** CIP Code Number **520201** Title of CIP Code **Business Administration and Management, General** OHE# **001776**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Business Administration: Management Option (CIP Code: 52.0201 / OHE# 017321), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Business Administration: Management Option, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Assoicate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Business Administration: Management Option	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	017321	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Business Administration – Management Option** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AS** CIP Code Number **520201** Title of CIP Code **Business Administration and Management, General** OHE# **017321**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Administrative Medical Office Skills (CIP Code: 52.0401 / OHE# 009690), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Administrative Medical Office Skills, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Administrative Medical Office Skills	
CIP Code	52.0401	
OHE# (Leave blank for new programs)	009690	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Administrative Medical Office Skills** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **520401** Title of CIP Code **Administrative Assistant and Secretarial Science, General** OHE# **009690**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – General Studies (CIP Code: 24.0102 / OHE# 002456), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – General Studies, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	General Studies	
CIP Code	24.0102	
OHE# (Leave blank for new programs)	002456	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **General Studies** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AS** CIP Code Number **240102** Title of CIP Code **General Studies**	OHE# **002456**	
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Cannabis Studies (CIP Code: 01.0699 / OHE# 019942), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Cannabis Studies, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Cannabis Studies	
CIP Code	01.0699	
OHE# (Leave blank for new programs)	019942	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Cannabis Studies** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **C2 Certificate (15 to 30 credits)** CIP Code Number **010699** Title of CIP Code **Applied Horticulture/Horticultural Business Services, Other** OHE# **019942**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Liberal Arts and Sciences (CIP Code: 24.0101 / OHE# 001781), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Arts at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Modification of a program – Liberal Arts and Sciences, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Arts at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Liberal Arts and Sciences	
CIP Code	24.0101	
OHE# (Leave blank for new programs)	001781	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground X Hybrid X Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:
There will be no impact on the program's pro forma budget.

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **8/31/2021**	
Name of Program: **Liberal Arts and Sciences** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AA** CIP Code Number **240101** Title of CIP Code **Liberal Arts and Sciences/Liberal Studies** OHE# **001781**		
ORIGINAL: Modality of Program - **X** On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - **X** On ground **X** Online **X** Combined If "Combined", % of fully online courses? **0-100%**		
Explanation / Justification: *(Provide a concise rationale for the change request.)* **To allow for the maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.**		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) **There will be no impact on the program's pro forma budget.**		
Institutional Contact for this Request: **John Lewis**	Title: **Professor of Chemistry / Chair – Science Department**	Tel.: **(860) 932-4115** e-mail: **jlewis@qvcc.edu**
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **Academic Affairs - Main Campus and satellites**		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Computer Science (CIP Code: 11.0701 / OHE# 008895), specifically the replacement of the current on ground modality with hybrid modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Computer Science, specifically the replacement of the current on ground modality with hybrid modality – leading to a Master of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Computer Science	
CIP Code	11.0701	
OHE# (Leave blank for new programs)	008895	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

SCSU's graduate courses during COVID were all offered online with a high level of success. Students appreciated the quality of delivery, the flexibility of their online learning experience, as well as the high level of student-faculty engagement. Lab-based hardware courses are best delivered on-the-ground in dedicated on campus labs. Based on these factors, SCSU is seeking a "Combined" modality change for our program. The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There is no financial remedy needed to change 60% of our course offerings from on-ground to online.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 9.29.21	
Name of Program: Master of Science in Computer Science Type of Credential *(e.g. Associate Degree, Grad Certificate)* **Master's Degree** CIP Code Number 110701 Title of CIP Code Computer Science	OHE# 008895	
ORIGINAL: Modality of Program - X On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - On ground Online X Combined If "Combined", % of fully online courses? 60%		
Explanation / Justification: *(Provide a concise rationale for the change request.)* Our Graduate courses during COVID were all offered online with a high level of success. Students appreciated the quality of delivery, the flexibility of their online learning experience while also maintaining a high level of student-faculty engagement. Lab-based hardware courses are best delivered on-the-ground in dedicated on campus labs. Based on these factors we are seeking a "Combined" modality change for our program.		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) There is no financial remedy needed to change 60% of our course offerings from on-ground to online.		
Institutional Contact for this Request: Trudy Milburn	Title: Assoc. VP for Academic Affairs	Tel.: 203.392/5761 e-mail: milburnt1@southernct.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Arts and Sciences, Main Campus (New Haven).		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cancer Registry Management (CIP Code: 51.0721, OHE# TBD) leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program, Cancer Registry Management, leading to a C3 Certificate at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Cancer Registry Management	
CIP Code	51.0721	
OHE# (Leave blank for new programs)	TBD	
Degree Level	C3 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	X Licensure and Accreditation __ Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) __ On Ground __ Hybrid __ Online	Future __On Ground __Hybrid X Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
Cancer Registry Management is an area of healthcare that is related to Health Information Management which is a current program at Charter Oak. Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Cancer registrars collect the data that provides essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.

This career area has been assigned a new job code by the U.S. Bureau of Labor Statistics code, which is the same code as Medical Records and Health Information Specialists, which only strengthens the addition of this certificate as a pathway to the BS in Health Information Management.

An Indeed search specifying Connecticut and using the key word of “cancer registry” or “cancer registrar” resulted in the following job postings on October 13, 2021.

Cancer Registrar	Yale New Have Healthcare
Manger Tumor Registry	Yale New Have Healthcare
Cancer Center – Scheduler Registrar	Yale New Have Healthcare

However, leaving the location open resulted in 311 jobs. Changing location to "remote" resulted in 70 jobs, indicating that Connecticut residents with this certificate and some experience could work as a Cancer Registrar for healthcare organizations across the United States.

The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Sciences and Technology Department: expert faculty, established curriculum, and strong degree programs. Programs that the certificate students may want to take advantage of after the completion of their certificate are available. Current students and/or graduates in the Health Information Management program will be interested in adding this certificate to their credentials and skill set.

There are currently no other cancer registry management programs across the other CSCU programs. This will be a unique program to Connecticut, as well as the only similar program in New England.

Cost to develop 7 new courses: $21,000.00. Tuition will cover the cost of the development, as usually break even comes the second time the course is offered.

The program will be marketed internally and externally with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 10/27/21
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Program Characteristics Name of Program: Cancer Registry Management Degree: Title of Award *(e.g. Master of Arts)* **Certificate** Degree Certificate: *(specify type and level)* **C3** Stand-Alone Certificate: *(specify type and level)* **Undergraduate** Anticipated Program Initiation Date: Fall 2022 Anticipated Date of First Graduation: December 2023 Modality of Program: On ground **X** Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus Both	**Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 9 # Credits of Other Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 Total # Cr in the Program *(sum of all #Cr above)*: 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR	
CIP Code Number 51.0721 Title of CIP Code Disease Registry Data Management	
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)* Health Science and Technology Department Location *(e.g. main campus)* Offering the Program: NA	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: NCRA or CAHIIM, January 2024 • If program prepares graduates eligibility to state/professional license, please identify: This program will prepare students to sit for the CTR (Certified Cancer Registrar) credential administered by the NCRA (National Cancer Registrars Association) *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*	
Institutional Contact for this Proposal: Cindy Edgerton	Title: Program Director, HIM and HCA Tel.: 218-382-0087 e-mail: cedgerton@charteroak.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

- The certificate is designed for adult learners who already have an associate degree (or are pursuing an associate degree concurrently with the certificate)* and are looking for a specialized certificate to increase their opportunities for employment.
- *An associate degree is a requirement to sit for the industry exam. Students will be informed about this requirement upon entering the program and will enroll concurrently in the General Studies associate degree program if they do not already have an associate degree.
- The certificate can be completed 100% online using faculty who are experts in the field.
- The certificate can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration

Addressing Identified Needs

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

Cancer Registry Management is an area of healthcare that is related to Health Information Management which is a current program at Charter Oak. Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Cancer registrars collect the data that provides essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.

This career area has been assigned a new job code by the U.S. Bureau of Labor Statistics code, which is the same code as Medical Records and Health Information Specialists, which only strengthens the addition of this certificate as a pathway to the BS in Health Information Management.

An Indeed search specifying Connecticut and using the key word of "cancer registry" or "cancer registrar" resulted in the following job postings on October 13, 2021.

Cancer Registrar	Yale New Have Healthcare
Manger Tumor Registry	Yale New Have Healthcare
Cancer Center – Scheduler Registrar	Yale New Have Healthcare

However, leaving the location open resulted in 311 jobs. Changing location to "remote" resulted in 70 jobs, indicating that Connecticut residents with this certificate and some experience could work as a Cancer Registrar for healthcare organizations across the United States.

Data from the NCRA's Report on the 2020 Outsourcing and Perception Survey:

Direct hospital registry employees that are lead cancer registrars who primarily work at a facility that partially or fully outsources, most often indicate that their facility chooses to currently outsource due to abstracting workload or backlog (68.4%) or because they are unable to find qualified staff (64.7%). Additionally, approximately one-third (33.1%) names short-term staffing needs for timeliness as a reason for currently outsourcing.

 These same respondents are also likely to cite abstracting workload or backlog, or unable to find qualified staff as reasons for previously outsourcing, with 62.3% and 49.1% selecting these reasons, respectively.
 Contractor lead cancer registrars who primarily work at a facility that partially or fully outsources most often say that their hospital chooses to currently outsource because it is unable to find qualified staff, with 67.6% saying so. More than half (56.8%) of these same respondents indicate that their facility current outsources for registry management, 48.6% cite administrative accreditation management, 43.2% say it is due to abstracting workload or backlog, and 41.9% indicate the reason as cost savings.

- 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 fits perfectly in the online environment. It will take advantage of the strengths of the Health Sciences and Technology Department: expert faculty, established curriculum, and strong degree programs. Programs that the certificate students may want to take advantage of after the completion of their certificate are available. Current students and/or graduates in the Health Information Management program will be interested in adding this certificate to their credentials and skill set.

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

  The program will be marketed to hospitals and other healthcare organizations in minority communities. With a number of jobs upon completion offered in a remote setting, this program will appeal to a number of working parents and those with transportation limitations. We will continue to explore other organizations that are related to specific population groups. To help students succeed, we have free online tutoring. Advisors will assist with issues the students may have and an offer community resources for specific populations.

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

  The current articulation with the AS Health Information Management program at Middlesex Community College could be beneficial for both parties. AS HIM graduates are often interested in a career in Cancer Registry Management since they learn about this career in their program. This will allow a seamless transfer to Charter Oak for this certificate. It can be a pathway for these students to also consider the BS HIM at Charter Oak at some point after the Cancer Registry Management Certificate.

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

  There are currently no other cancer registry management programs across the other CSCU programs. This will be a unique program to Connecticut, as well as the only similar program in New England.

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.)

Cost to develop 7 new courses: $21,000.00. Tuition will cover the cost of the development, as usually break even comes the second time the course is offered.

The program will be marketed internally and externally with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

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.

Health Science & Technology Department Marketing

All new programs begin with the development of a variety of foundational elements including but not limited to a Program specific brochure that is sent to prospects and also used by Admissions staff; a Digital Flyer that is given to Admissions Staff, the Assistant Director of Corporate Admissions and the Program Director for distribution and also the development of a Program page on CharterOak.edu designed to promote the program and encourage conversion via an on page Inquiry Form button.

Marketing Efforts include but will not be limited to:

Google Campaigns:

The Search campaign will be expanded to include all related search terms for this program. The related search terms will be targeted to adults 25-54 yrs of age searching for an online affordable program. Searchers on Google that click our ads will be sent to an appropriate landing page where details of the program and the College are shared with the push for conversion – a completed Inquiry Form.

The Display/Remarketing campaigns will begin to pick up those who have landed on our dedicated landing page(s) and begin to serve them remarketing ads that are focused on College brand awareness. The ads "follow" the consumer on the Internet and serve as a reminder that they were interested in the program and on our site at one time. The goal is to encourage the consumer to revisit CharterOak.edu.

Neighbor to Neighbor:

The College currently runs a Neighbor to Neighbor Marketing campaign in NY, MA and RI offering residents of those states our in-state rates. The program will be integrated into this campaign in the following ways:

- Search Terms will be added to the NY and MA Google Search campaigns
- Call outs will be added to the NY and MA LinkedIn campaigns
- Will be added to our /ny, /ma and /ri landing pages

CT Community College Tuition Match Program:

The College currently offers graduating community college students with a minimum GPA of 2.3 the opportunity to enroll at Charter Oak at the current community college rate. The Marketing Department produces and direct mails a series of

oversized postcards detailing the offer and all of the online programs we have that they can take advantage of. We will add this to the direct mail effort.

First Responder Umbrella:

For efficiency purposes, and to reach the working adult target market in their industry we employ an "umbrella" approach – ganging programs together under the workforce umbrella that makes the most sense and the including those programs in advertising efforts within those industries. The HS&T programs umbrella will receive visibility within the digital ad campaign that is run in this specific vertical industry.

Social Media:

We will create awareness of the program by featuring posts about the program, the date the application opens, our expert faculty, program director, students, program strengths, program credentials, etc. over the course of time. Eventually we will have Alum testimonials to add to the mix to highlight the strength of the program. Social channels include FB, LinkedIN, Twitter, Instagram, YouTube.

Email Communications:

A communications plan will be built for prospects of the program to send them news, open house invitations, program director messages, etc., and to emphasize key features of the program.

Equity:

While our equity committee has just formed, we will look to guidance from the Equity Committee on actions we can take within marketing to target market to underserved portions of the community.

This certificate is especially attractive to Charter Oak because current students in the Health Information Management programs are the perfect demographic that would be interested in this program. There would be an internal group of prospects for this program with easy marketing opportunities.

Charter Oak has developed many relationships with external organizations that would also have the right demographics interested in this certificate.

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

Using real-world scenarios and learning materials that will relate specifically to the work environment of Cancer Registry can help adult learners stay engaged because they can see how the courses are specifically related to the profession. Instructors working in the field will be able to engage students in real-world discussions that can encourage the students to complete the program. Students will have an advisor who can help with encouragement and motivation. In addition, the College monitors student engagement in all courses. If students are not engaged, the advisor is notified so they can contact the student.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Identify human anatomy and physiology and disease processes along with related pharmacology.
2. Describe the purpose and value of cancer registry, types of registries and registry standards
3. Apply disease registry standards to work tasks and identification of data sets
4. Demonstrate accurate cancer/oncology disease and treatment coding, sequencing and staging
5. Monitor oncology patient outcomes and manage follow-up
6. Adhere to appropriate data quality and improvement standards and initiatives
7. Demonstrate data collection, database management, data analysis, statistical reporting, and data utilization according to appropriate standards and Central Registry requirements
8. Abstract data from patient health records for necessary data collection while understanding major disease sites
9. Demonstrate operational skills in cancer registry using real patient records and/or case studies

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

This program will be managed by Cindy Edgerton, Program Director, Health Information Management, with some shared responsibility with Stacey Walraven, Health Science and Technology Associate.

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?

No full-time faculty members will be needed for this new certificate.

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

NA

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

100%

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

Bachelor's degree in a related field, a CTR (Certified Tumor Registrar) credential, and 2 or more years working in the field as a cancer registrar.

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

The AHIMA Virtual Lab will be used for case studies and patient medical records. The NCRA (National Cancer Registry Association) will also be an important resource for case studies, virtual practicum activities, curriculum guides and standards, and professional publications

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
HIM 200: Health Information Systems	3		3			
CRM XXX: Introduction to Cancer Registry and Management	2, 3	See Below	3			
CRM XXX: Cancer Registry Operations	2, 3		3			
CRM XXX: Cancer Disease Coding and Staging	4		3			
CRM XXX: Oncology Treatment and Coding	4		3			
CRM XXX: Cancer Registry Data Analytics, Quality, and Utilization	5, 6, 7		3			
CRM XXX: Abstracting Methods for Oncology	8		3			
CRM XXX" Cancer Registry Practicum	1-9		3			
Core Course Prerequisites				**Elective Courses in the Field**		
HCA 105 Medical Terminology			3			
BIO 212 Anatomy and Physiology			3			
BIO 215 Pathophysiology			3			
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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

This certificate requires an associate Degree for admission. The CTR exam requires the associates degree along with a certificate in Cancer Registry Management (or one year of cancer registry work experience).

There will be 9 credits of program prerequisites, along with 24 additional credits for a total of 33 credits.

To seek programmatic accreditation for this program, the curriculum requirements of NCRA will be followed. Each of the courses indicated are required for NCRA accreditation. NCRA requires a Cancer Registry Practicum and while there has always been a requirement for some of the practicum experience to be at a hospital cancer registry, this requirement is being deleted in the near future. Instead, 100% virtual practicum will be allowed through use of case studies, real-world simulation, and networking with CTR professionals.

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

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

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

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

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

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		2		2				2		2				2		1		
New Students (first time matriculating)		6		4				5		5				10		4		
Continuing Students progressing to credential				8				12		10				5		17		
Headcount Enrollment		8		14				19		17				17		22		
Total Estimated FTE per Year[1]	11						18						19.5					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]		$15,312		$26,796				$36,366		$32,538				$32,538		$42,108		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)		$1,792		$3,136				$4,256		$3,808				$3,808		$4,928		
Other Revenue (annotate in narrative)		$600		$1,050				$1,425		$1,275				$1,275		$1,650		
Total Annual Program Revenue	$48,686						$79,668						$86,307					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Proportion of Program Director Responsibilities)[4]	$5,000	$5,000	$5,000
Faculty (Full-time, total for program) [4]			
Faculty (Part-time, total for program) [4]	$15,187	$24,851	$26,922
Support Staff (SME Course Development)	$21,000		
Library Resources Program			
Equipment (List in narrative)			
Other[5] (Marketing)	$500	$500	$500
Estimated Indirect Costs (In-House Instructional Design)	$21,000		
Total Expenditures per Year	$62,687	$30,351	$32,422

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

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

2 Revenues from all courses students will be taking.

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

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

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physician Practice Management (CIP Code: 51.0717, OHE# TBD) leading to a C2 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM
Establishment of a new program, Physician Practice Management, leading to a C2 Certificate at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Physician Practice Management	
CIP Code	51.0717	
OHE# (Leave blank for new programs)	TBD	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	X Licensure and Accreditation __ Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) __ On Ground __ Hybrid __ Online	Future __On Ground __Hybrid X Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND
The Physician Practice Management certificate is designed for adult learners who already have an associate degree but are looking for a specialized certificate to increase their opportunities for employment (or pursuing an associate degree concurrently with the certificate). It can be completed 100% online using faculty who are experts in the field and can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration.

According to the Bureau of Labor Statistics, medical practice managers earn an annual average salary of $101,340 after several years of experience and success. However, when just starting out their career in coordinating and directing medical services, practice managers tend to start with a beginning salary around $55,470 annually. “Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. About 51,800 openings for medical and health services managers are projected each year, on average, over the decade. Many of those openings are expected to result from the

need to replace workers who transfer to different occupations or exit the labor force, such as to retire" (BLS.gov, 2021). An Indeed search specifying Connecticut and using the key word of "practice manager" resulted in 291 results.

While there are a small number of Physician Practice Management college certificates across the United States, there is not such a program in Connecticut. The fact that Charter Oak will be one of few colleges offering this certificate will give us the opportunity to market a niche certificate that is hard for prospective students to find elsewhere.

This certificate is especially attractive to Charter Oak because current students in the HIM and HCA programs are the target demographic that would be interested in this program. There would be an internal group of prospects for this program for streamlined marketing opportunities. Charter Oak has developed many relationships with external healthcare and health related organizations that would also have the target demographics interested in this certificate.

This is a very cost-effective to the Health Science and Technology umbrella because 5 of the 7 courses are existing. The cost to build the 2 new courses is $6000.00. Typically, a course build pays for itself after the second time the course is taught.

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 10/27/2021
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	

Program Characteristics

Name of Program: **Physician Practice Management**

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

Degree Certificate: **C2**

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

Anticipated Program Initiation Date: **Fall 2022**

Anticipated Date of First Graduation: **August 2023**

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

If "Combined", % of fully online courses?

Locality of Program: On Campus Off Campus Both

Program Credit Distribution

Credits in General Education: NA

Credits in Program Core Courses: **21**

Credits of Electives in the Field: NA

Credits of Other Electives: NA

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

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

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**

NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR

CIP Code Number 51.0717 Title of CIP Code: Medical Staff Services Technology/Technician

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAHIIM (Council on Accreditation of Health Informatics and Information Management Programs) would be sought during the first year of the program.

If program prepares graduates eligibility to state/professional license, please identify:

National certification: The program is a pathway to one of two credentials: Certified Physician Practice Manager (CPPM) from the AAPC; Certified Practice Management Executive (CPME) by the MGMA (Medical Group Managers Association (Bachelors required)

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

Institutional Contact for this Proposal: Cindy Edgerton	Title: Program Coordinator, HIM and HCA	Tel.: e-mail: cedgerton@charteroak.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

- The certificate is designed for adult learners who already have an associate degree (or are pursuing an associate degree concurrently with the certificate)* and are looking for a specialized certificate to increase their opportunities for employment.
- *An associate degree is a requirement to sit for the industry exam. Students will be informed about this requirement upon entering the program and will enroll concurrently in the General Studies associate degree program if they do not already have an associate degree.
- The certificate can be completed 100% online using faculty who are experts in the field
- The certificate can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration

Addressing Identified Needs

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

According to the Bureau of Labor Statistics, medical practice managers earn an annual average salary of $101,340 after several years of experience and success. However, when just starting out their career in coordinating and directing medical services, practice managers tend to start with a beginning salary around $55,470 annually. "Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. About 51,800 openings for medical and health services managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire" (BLS.gov, 2021).

An Indeed search specifying Connecticut and using the key word of "practice manager" resulted in 291 results including the following sampling of job postings on September 14, 2021.

Practice Manager	Physicians for Women's Health
Practice Manager	Vascular CT
Practice Administrator	Confidential, Storrs Mansfield, CT
Practice Administrator	Ellen A. Mahony, MD
Manager of Practice Operation	BEACON Services of CT
Clinic Operations Manager	Clinical Management Consultants
Practice Manager	Waterbury Hospital
Office Manager	Hartford HealthCare Medical Group Specialists

Removing "Connecticut" from the search results in over 20,000 jobs across the country, and specifying "Remote" resulted in 280 positions in CT.

- 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?

While there are a small number of Physician Practice Management college certificates across the United States, there is not such a program in Connecticut. The fact that Charter Oak will be one of few colleges offering this certificate will give us the opportunity to market a niche certificate that is hard for prospective students to find elsewhere. It will be important to ensure traffic to the website by making sure the Physician Practice Management Certificate appears at the top of search lists. COSC will be offering a unique certificate opportunity that will also allow students to continue to pursue educational opportunities with Charter Oak for a bachelors and master's degree within the health arena.
This certificate is especially attractive to Charter Oak because current students in the HIM and HCA programs are the target demographic that would be interested in this program. There would be an internal group of prospects for this program for streamlined marketing opportunities. Charter Oak has developed many relationships with external healthcare and health related organizations that would also have the target demographics interested in this certificate.

An excellent opportunity for BS HCA majors exists since they already have to take 3 of these courses for the major. They could choose the additional 4 courses as electives and graduate not only with the BS in Health Care Administration, but also with the Physician Practice Management Certificate. BS HIM majors have to take 2 of these courses for the major so they could take the additional 5 courses to graduate with the Physician Practice Management Certificate as well. This will open up Physician Practice Management job opportunities for these students since as their qualifications would be more supported by this certificate. The opportunity also exists for graduate M.S. students to purse the certificate. This provides a two-way pathway for the certificate.

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

The program can be marketed to community colleges and healthcare organizations in minority communities. We will continue to explore other organizations that are related to specific population groups. To help students succeed we have free online tutoring. Advisors will assist with issues the students may have and can offer community resources for specific populations.

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

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided **There is no similar program at other CSCU institutions**.

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.)

This is a very cost-effective to the Health Science and Technology umbrella because 5 of the 7 courses are existing. The cost to build the 2 new courses is $6000.00. Typically, a course build pays for itself after the second time the course is taught.

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.

All new programs begin with the development of a variety of foundational elements including but not limited to a Program specific brochure that is sent to prospects and also used by Admissions staff; a Digital Flyer that is given to Admissions Staff, the Assistant Director of Corporate Admissions and the Program Director for distribution and also the development of a Program page on CharterOak.edu designed to promote the program and encourage conversion via an on page Inquiry Form button.

Marketing Efforts include but will not be limited to:

Google Campaigns:

The Search campaign will be expanded to include all related search terms for this program. The related search terms will be targeted to adults 25-54 yrs of age searching for an online affordable program. Searchers on Google that click our ads will be sent to an appropriate landing page where details of the program and the College are shared with the push for conversion – a completed Inquiry Form.

The Display/Remarketing campaigns will begin to pick up those who have landed on our dedicated landing page(s) and begin to serve them remarketing ads that are focused on College brand awareness. The ads "follow" the consumer on the Internet and serve as a reminder that they were interested in the program and on our site at one time. The goal is to encourage the consumer to revisit CharterOak.edu.

Neighbor to Neighbor:

The College currently runs a Neighbor to Neighbor Marketing campaign in NY, MA and RI offering residents of those states our in-state rates. The program will be integrated into this campaign in the following ways:

· Search Terms will be added to the NY and MA Google Search campaigns

· Call outs will be added to the NY and MA LinkedIn campaigns

· Will be added to our /NY /MA and /RI landing pages

CT Community College Tuition Match Program:

The College currently offers graduating community college students with a minimum GPA of 2.3 the opportunity to enroll at Charter Oak at the current community college rate. The Marketing Department produces and direct mails a series of oversized postcards detailing the offer and all of the online programs we have that they can take advantage of. We will add this to the direct mail effort.

First Responder Umbrella:

For efficiency purposes, and to reach the working adult target market in their industry we employ an "umbrella" approach – ganging programs together under the workforce umbrella that makes the most sense and the including those programs in advertising efforts within those industries. The HS&T programs umbrella will receive visibility within the digital ad campaign that is run in this specific vertical industry.

Social Media:

We will create awareness of the program by featuring posts about the program, the date the application opens, our expert faculty, program director, students, program strengths, program credentials, etc. over the course of time. Eventually we will have Alum testimonials to add to the mix to highlight the strength of the program. Social channels include FB, LinkedIN, Twitter, Instagram, YouTube.

Email Communications:
A communications plan will be built for prospects of the program to send them news, open house invitations, program director messages, etc., and to emphasize key features of the program.

Equity:

While our equity committee has just formed, we will look to guidance from the Equity Committee on actions we can take within marketing to target market to underserved portions of the community.

This certificate is especially attractive to Charter Oak because current students in the Health Information Management and Health Care Administration BSN programs are the perfect demographic that would be interested in this program. There would be an internal group of prospects for this program with easy marketing opportunities. For these students, this add-on to their degree could help them to qualify for certain positions.

For external marketing, in addition to marketing initiatives mentioned above, the program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

Charter Oak has developed many relationships with external organizations that would also have the right demographics interested in this certificate. This new certificate would be shared with these connections.

Lunch and Learns at the local hospitals, marketing all of the healthcare programs, will hopefully be able to resume in the near future as the pandemic subsides.

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

Using real-world scenarios and learning materials that will relate specifically to the work environment of Physician Practice Management can help adult learners stay engaged because they can see how the courses are specifically related to the profession. Instructors working in the field will be able to engage students in real-world discussions that can encourage the students to complete the program. Students will have an advisor who can help with encouragement and motivation. In addition, the College monitors student engagement in all courses. If students are not engaged, the advisor is notified so they can contact the student.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Explain the various types of insurance plans and reimbursement methods
2. Prepare healthcare business processes, workflow, and best practices
3. Execute fraud, abuse, and corporate compliance policies
4. Describe quality initiatives and healthcare risk management
5. Perform medical office accounting, physician reimbursement, and revenue cycle processes
6. Perform human resource management responsibilities
7. Create a marketing plan and communication plan for business relationships
8. Explain HIPAA regulations and data privacy and security measures
9. Apply health information technology, electronic health records, and health information exchange concepts to practice management
10. Use practice management software to successfully direct and organize staff and processes
11. Describe ethical considerations common to the healthcare environment

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

This program will be administered under the umbrella of the Health Science and Technology Department. Stacey Walraven, Health Science and Technology Associate, will be responsible for the day-to-day operations and student advising.

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?

No new FT faculty members will be needed for this program. It is anticipated that the hiring of one new adjunct faculty to teach the two new courses will be adequate for the program.

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

NA

What percent of credits in the program will be taught by adjunct faculty? **100%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **Master's Degree in Healthcare Management, with experience directly related to physician practice management.**

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)*

Cost to develop 2 new courses: $6000.00. At Charter Oak, costs to create these courses are incurred prior to year 1 of the program launch. Future tuition revenue will cover the cost of the development, usually break even comes the second time the course is offered. The program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

No additional administrative resources, library holdings, specialized equipment, etc. will be required.

Reference:

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical and Health Services Managers, at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (retrieved September 14, 2021).

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
HIM 320 Electronic Health Records	9, 10		3			
HIM 405 Health Information Law, Privacy, and Security	8, 11		3			
HCA 201 Healthcare Quality Concepts and Principles	4		3			
HCA 211 Healthcare Finance	1, 5		3			
HCA 401 Regulatory and Accrediting Requirements	3		3			
HCA 3XX Physician Practice Management 1	1, 2, 6, 9, 10, 11		3			
HCA 3XX Physician Practice Management 2	1, 3, 5, 4, 6, 7, 9		3			
Core Course Prerequisites				**Elective Courses in the Field**		
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*						

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.*

Physicians and dentists are clinical experts in their chosen field, but they usually need to hire someone to manage the office and business aspects of their medical practice. Practice managers have the knowledge and experience to run the practice successfully in the areas of finance and budgeting, technology, marketing, and the daily processes of the business office. Practice Management has a strong focus on customer service while maintaining a financially viable organization. Practice Management ensures that medical practices run smoothly and efficiently.

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

This certificate is 21 credits and requires an associate degree for admission, or the student may enroll in the General Studies associate degree in tandem with this certificate. The associate degree is required for employment opportunities.

The program is a pathway to one of two credentials: Certified Physician Practice Manager (CPPM) from the AAPC; Certified Practice Management Executive (CPME) by the MGMA (Medical Group Managers Association (Bachelors required)

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

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

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

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

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		4		2				3		2				4		2		
New Students (first time matriculating)		6		4				8		8				8		10		
Continuing Students progressing to credential				8				8		15				10		15		
Headcount Enrollment		10		14				19		25				22		27		
Total Estimated FTE per Year[1]						12						22						24.5
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]		$19,140		$26,796				$36,366		$47,850				$42,108		$51,678		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)		$2,240		$3,136				$4,256		$5,600				$4,928		$6,048		
Other Revenue (annotate in narrative)		$750		$1,050				$1,425		$1,875				$1,650		$2,025		
Total Annual Program Revenue	$53,112						$97,372						$108,437					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Proportion of Program Director Responsibilities)[4]	$5,000	$5,000	$5,000
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]	$16,567	$30,373	$33,825
Support Staff (SME Course Development)	$6,000		
Library Resources Program			
Equipment (List in narrative)			
Other[5] (Marketing)	$500	$500	$500
Estimated Indirect Costs (In-House Instructional Design)	$6,000		
Total Expenditures per Year	$34,067	$35,873	$39,325

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

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

2 Revenues from all courses students will be taking.

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

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

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

December 16, 2021

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

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Art Studies, A.A. (CSCU Pathway Transfer Degree)	A.A.	60
2. Biology Studies, A.A. (CSCU Pathway Transfer Degree)	A.A.	60
3. Cannabis Studies	Certificate	18
4. Disability Specialist	A.S.	60
5. Disability Specialist	Certificate	30
6. Drug and Alcohol Recovery Counselor	A.S.	60
7. Drug and Alcohol Recovery Counselor	Certificate	21
8. Exercise Science	A.S.	60
9. Exercise Science Studies (CSCU Pathway Transfer Degree)	A.A.	60
10. Graphic Design	A.S.	60
11. Graphic Design: Design & Illustration	A.S.	60
12. Graphic Design: Digital Media/Web Design	A.S.	60
13. Honda Professional Automotive Career Training (PACT)	A.S.	61
14. Honda PACT Automotive Service	Certificate	40
15. Medical Assisting	A.S.	60

Program	Program Type	Minimum # of Credits
16. Medical Assisting	Certificate	31
17. Ophthalmic Design & Dispensing	A.S.	68*
18. Sociology Studies (CSCU Pathway Transfer Degree)	A.A.	60
19. Speech & Language Pathology Assistant	A.S.	60
20. Sports and Leisure Management	A.S.	60
21. Visual Art	A.A.	60
22. Visual Art: Design	A.A.	60
23. Visual Art: Illustration	A.A.	60
24. Visual Art: Photography	A.A.	60

*The Ophthalmic Design & Dispensing A.S. degree was previously approved at 68 credits.

A True Copy:

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

ITEM

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

BACKGROUND & ALIGNMENT PROCESS

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

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

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (https://www.ct.edu/curriculum). In the period from June 2020 to December 2021, over 275 faculty have been involved in aligning curriculum within their disciplines and programs.

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

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

RATIONALE

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

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation

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

Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement

- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

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

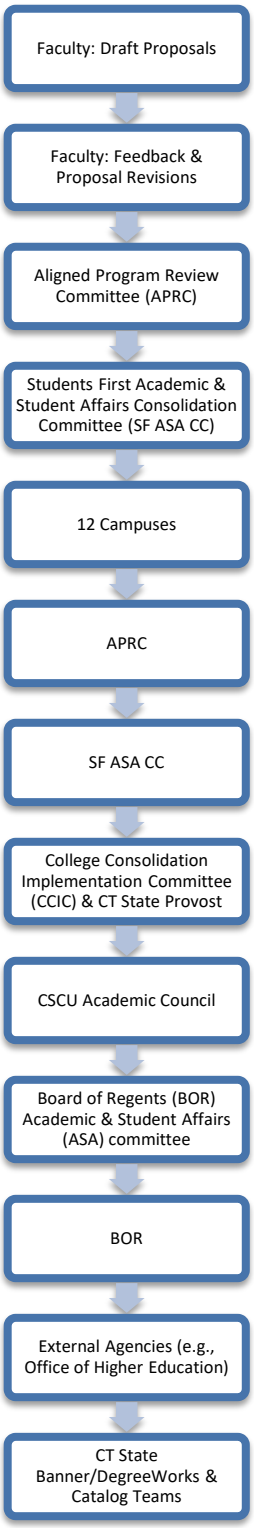
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to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

Stage 5: CSCU Notification and BOR Approval

- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

Stage 6: Implementation

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



CT State Aligned Degrees & Certificates
December 2021

1) Art Studies, A.A. (CSCU Pathway Transfer Degree)
2) Biology Studies, A.A. (CSCU Pathway Transfer Degree)
3) Cannabis Studies Certificate
4) Disability Specialist, A.S.
5) Disability Specialist Certificate
6) Drug and Alcohol Recovery Counselor, A.S.
7) Drug and Alcohol Recovery Counselor Certificate
8) Exercise Science, A.S.
9) Exercise Science Studies, A.A. (CSCU Pathway Transfer Degree)
10) Honda Professional Automotive Career Training (PACT), A.A.S.
11) Honda Professional Automotive Career Training (PACT) Automotive Service Certificate
12) Medical Assisting, A.S.
13) Medical Assisting Certificate
14) Ophthalmic Design & Dispensing, A.S.
15) Sociology Studies, A.A. (CSCU Pathway Transfer Degree)
16) Speech & Language Pathology Assistant, A.S.
17) Sports and Leisure Management, A.S.
18) Visual Art, A.A.
19) Visual Art: Photography, A.A.
20) Visual Art: Illustration, A.A.
21) Visual Art: Design, A.A.
22) Graphic Design, A.S.
23) Graphic Design: Design & Illustration, A.S.
24) Graphic Design: Digital Media/Web Design, A.S.

Program Name: Art Studies

Degree Type: Associates of Arts Degree

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

Program Learning Outcomes:

1. **Technical Competency**
   Introduce students to traditional and contemporary visual art media, methods, materials, and processes
2. **Communication Competency**
   Students begin to learn to communicate ideas about the visual arts through oral, visual and written expression, using appropriate terminology.
3. **Contextual Analysis**
   Students will come to understand, discuss and critique diverse contemporary and historical perspectives in visual art
4. **Conceptual Analysis**
   Students are introduced to how the elements and principles of art and design transform ideas into visual expression
5. **Professional Practice**
   Students are introduced to professional, ethical, and collaborative behaviors as they relate to a variety of career and studio environments

Program Descriptors:

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

TAP Degree Requirements		
TAP General Education Core (10-12 courses) **(7 Core Courses Approved by the BOR 5/14/2020 Plus Additional TAP Courses)**		
1	**Eng. 101** Composition **(TAP Written Communication I)**	3 credits
2	**Math 100 or higher** (college level) course vetted for TAP Quantitative Reasoning	3-4 credits
3	**Arts and Humanities:** ART 101 Art History I	3 credits
4	**Scientific Reasoning** – AST**,** BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4 credits (lab optional)
5	**Social / Behavioral Science** – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3 credits
6	**Written Communication II** – ENG course vetted for TAP Written Communication II outcomes	3 credits

7	**Scientific Knowledge and Understanding** – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4 credits (lab optional)
8	**Historical Knowledge** – HIS course vetted for TAP Historical Knowledge outcomes	3 credits
9	**Oral Communication** – course vetted for TAP Oral Communication outcomes	3 credits
10	**Continued Learning & Information Literacy** – CCS 101: College Career and Success	3 credits
	General Education Total:	30-32 credits

Program Requirements (30-34 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ART 111	ART 111 Drawing I	3 credits	
ART 102	ART 102 Art History II	3 credits	
ART 121 or	ART 121 2-D Design	3 credits	
ART 122 or ART 131	ART 122 3-D Design or ART 131 Sculpture I	3 credits	
ART 112; ART 151 or ART 109; ART 167; GRA 151 or DGA 111 or ART 220; ART 131 or ART 161 or ART 163; ART 141 or ART 250	Select 2- 3 courses from the 13 below with no more than one course from a single group - groups 1 - 6. 1. ART 112 Drawing II 2. ART 167 Printmaking 3. ART 109 Color Theory or ART 151 Painting I 4. GRA 151 Graphic Design or or GRA 230 Digital Imaging I or DGA 111 Intro to Computer Graphics or ART 220 Digital Painting & Drawing 5. ART 131 Sculpture or ART 161 Ceramics or ART 163 Handbuilding 6. ART 141 Darkroom Photography or ART 250 Digital Photography	6-9 credits*	
Unrestricted Electives	*You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use some these credits to take a math course that prepares you for the required level of math in your program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for Central, Southern and Western Connecticut State Universities and Charter Oak State College—but not Eastern Connecticut State University. Your advisor will help you to determine which courses to select.	9-12 credits*	
	* Last two elective categories will total 18 credits.	**30**	
	Program Requirement Credits	**30**	
	General Education Core Credits	**30-32**	
	Program Total Credits	**60-62**	

Program Name: CSCU Pathway Transfer Degree: Biology Studies

Degree Type: Associate of Arts

Program Description:
This program prepares students to transfer into one of the Connecticut State University (CSU) biology programs.

Program Learning Outcomes:
Outcomes: Students completing the Connecticut State Colleges & Universities (CSCU) Biology Pathway and earning an Associate's Degree will be able to describe:

1. the mechanism by which the diversity of life evolved over time.
2. the basic units of structure that define the function of all living things.
3. how information is stored and exchanged, within and among organisms.
4. how living things transform energy and matter.
5. how living systems are interconnected and interacting.

Competencies: Student completing the CSCU Biology Pathway and earning an Associate's Degree will be able to:

1. Apply the process of science
2. Use quantitative reasoning
3. Use modeling and simulation to describe living systems
4. Apply concepts and knowledge from within and outside of biology in order to interpret biological phenomena
5. Communicate biological concepts and interpretations
6. Discuss the relationship between Science and Society

Program Descriptors:
This program follows the first two years of standard biology majors program and transfers into many public and private universities across the country. Student can transfer into the following programs under the Transfer and Articulation Policy (TAP) transfer agreement:

Central CT State University: *Ecology, Biodiversity, Evolution, Bachelor of Science (B.S.)*
Central CT State University: *Environmental Science, B.S.*
Central CT State University: *General Biology, B.S.*
Eastern CT State University: *Biology, Bachelor of Arts (B.A.)*
Eastern CT State University: *Biology, B.S.*
Southern CT State University: *Biology, B.A.*
Southern CT State University: *Biology, B.S.*
Western CT State University: *Biology - Professional Option, B.A.*
Western CT State University: *Ecological Option, B.A.*

General Education Core Courses (33-34 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT 186	Math - MAT 186 Pre-Calculus	**4**
3	Arts and Humanities	Any course vetted in Arts and Humanities	**3-4**
4	BIO 121	Scientific Reasoning - BIO 121 General Biology I	**4**
5	ANT, ECN GEO, POL, PSY, or SOC	Any ANT, ECO, GEO, POL, PSY, or SOC course vetted in Social / Behavioral Science	**3**
6	Written Communication II	Any course vetted in Written Communication II	**3**
7	CHE 121	Scientific Knowledge and Understanding - CHE 121 General Chemistry 1	**4**
8	Historical Knowledge - HIS	Any HIS course vetted in Historical Knowledge	**3**
9	Oral Communication	Any course vetted in Oral Communication	**3**
10	CCS 101	Continued Learning and Information Literacy – CCS 101: College Career and Success (Biology cohort recommended)	**3**
		General Education Core Credits	**33-34**

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Educationcourses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (27-28 credits)			
Course Number or Category	**Course Name**	**# of Credits**	**Pre-req (P) and Co-req (C)#**
BIO 122	General Biology II	**4**	P: Eligibility for ENG 101 and MAT 137 A "C" or better in BIO 121 is recommended but not required.
CHE 122	General Chemistry II	**4**	P: CHE 121
MAT 256 or Creativity or Global Knowledge	Calculus I or General Education Elective I – Creativity or General Education Elective II - Global Knowledge	**3-4**	P: MAT 186 or TBD TBD
PHY 121 and 122 OR CHE 211 and 212 OR PHY 221 and PHY 222	General Physics I and General Physics II OR Organic Chemistry I and Organic Chemistry II ORCalc–based Physics I and II	**8**	P: MAT 186(PHY 121)P: CHE 122(CHE) P:MAT 254 with a C or high, AND Eligibility for ENG 101 AND C: MAT 256(PHY 221)

Program Requirements (27-28 credits)			
Course Number or Category	**Course Name**	**# of Credits**	**Pre-req (P) and Co-req (C)#**
BIO 200's level lab science courses from list below	**Pick two 200's level lab science biology coursesfrom the list below**; each course below is 4 credits	**8**	
	Courses offered at all Campuses		
BIO 211	Anatomy & Physiology I		P: BIO 105 and CHE* 111, or BIO 121, or BIO 127, AND ENG* 101 or ENG* 101W, all with a 'C' or higher
BIO 212	Anatomy & Physiology II		P: BIO 211 with a C or better
BIO 235	Microbiology		P: BIO 121 OR BIO 127 OR BIO 105 AND CHE 111 or higher AND ENG 101 with a "C" or better in all.
	Course offered at select Campuses		
BIO 222	Molecular Biotechniques		P: CHE 112 or higher AND BIO 121 or BIO 235 with a "C" or better in both.
BIO 230	Advanced Techniques inBiotechnology		P: Either BIO 130 OR BIO 121 and CHE 121 with a "C" or better in both.
BIO 263	Molecular Genetics		P: BIO 121 OR CHE 112 OR BIO 235 with a "C" or better in both.
BIO 265	Synthetic Biology		P: Grade of C or better in BIO130 And BIO 230 or BIO 121 And CHE121
BIO 270	Ecology		P: BIO* 121 AND ENG* 101W OR ENG* 101, AND MAT* 167 all witha C or better.
BIO 298	Special Topics in Biology (**4 credit - Lab topics only)**		P: BIO 121 , And CHE 121 or CHE 111, AND ENG 101 or 101W, all with a C or Better
	Program Requirement Credits	**27-28**	
	General Education Core Credits	**33-34**	
	Program Total Credits	**60-62**	

Credit Certificate Program Name: Cannabis Studies Certificate

Certificate Description:
The Cannabis Studies certificate program will explore the legal challenges confronting cannabis farming, production, and consumer use, and provide instruction in cannabis cultivation techniques and cannabinoid/THC extraction processes. Students will study the farming economics of land, labor, and capital; governmental regulations and laws affecting small business; and developing opportunities in Western and alternative medicines and therapies. The 15- or 16-credit certificate includes classes in horticulture, law and policy, alternative medicine,botany, business, and communications.

Certificate Learning Outcomes:
Learners who complete the Cannabis Studies Certificate will:

1. Understand the common challenges with cannabis production and how to address those challenges.
2. Understand the process for growing cannabis and techniques of seeding, cloning cuttings, pruning andplanting, post-harvest handling, and cannabinoid/THC extraction.
3. Be able to describe the legal challenges confronting cannabis farming, production, and consumer use.
4. Understand how to develop an effective presentation for an informative, persuasive, or special occasionpurpose talk related to the cannabis industry.
5. Explain the relationship of business to society and the individual. This includes the interrelationships withlaw and politics and an understanding of governmental regulations and laws affecting small business.
6. Recognize the major economic resources of the business production process: land, labor, and capital.Understand how to synergistically combine these for financial success.
7. Determine methods for objectively evaluating current and future traditional western and alternativemedicines and therapies.

Certificate Descriptors:
The candidate for this certificate must have placed at the College level on the Basic Skills Assessment in Englishand mathematics or completed the recommended developmental coursework.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
HRT*113	Horticulture of Cannabis	**3**	none
LGL*170	Cannabis Law and Policy	**3**	none
BBG*101	Introduction to Business	**3**	TBD
BES*218	Entrepreneurship	**3**	TBD
HLT*121	Survey of Alternative Healthcare	**3**	TBD
COM*176 or BMG*204	Business and Professional Communication Or Managerial Communications	**3**	TBD
	Certificate Program Total Credits		18 credits

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

Program Name: Disability Specialist

Degree Type: Associate in Science

Program Description:
The Disability Specialist associate degree program prepares students to work in a wide rangeof positions in private and public educational and human service agencies. Through individual consultation, each student will pursue a course of study with an emphasis upon the unique vocational goals the individual wishes to achieve. Every effort will be made to provide specific skill instruction; however, the focus of the curriculum is on building a strong knowledge base coupled with a positive value base that will prepare each student to assist children and adults with disabilities toward the goals of full community inclusion and participation, and the attainment of their potential.

This program builds upon the Americans with Disabilities Act of 1990, a landmark piece of legislation that provides basic civil rights to millions of people with disabilities in America. Students will become an important part of this dynamic movement.

Since most work settings are in the schools, workplaces, community associations, apartments and homes in the community, an understanding of "community-building" and "individual capacity-building" techniques and procedures is stressed. Creativity, sensitivity and a capacity to concentrate on the abilities of the whole person areessential characteristics of a disability specialist.

Program Learning Outcomes:
Upon successful completion of all Disability Specialist degree program requirements, graduates will:

- Define and discuss basic definitions, causes, psychological characteristics and educational approachesrelevant to children with disabilities.
- Discuss how children and adults with disabilities have unique abilities rather than limitations.
- Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families.
- Compare various learning theories and their application to children and adults with disabilities.
- Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.

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

Program Descriptors:
Program Philosophy: People with disabilities are an integral part of the community and should receive necessaryintegrated community-based support.

Mission Statement: The mission of the Disability Specialist Program is to prepare students for careers in supporting children and adults with disabilities in the community by:

- recognizing and enhancing the dignity, respect and contribution of every child and adult with a disability
- providing information on job opportunities in the disability field to encourage the recruitment of youngand continuing education students
- emphasizing, throughout the curriculum, community inclusion of all people with disabilities
- creating opportunities for interaction among the students, faculty, staff and members of the communitywith and without disabilities
- promoting the value of a Disability Specialist degree or certificate in the job market
- introducing students to assistive technology and other innovations in the continuously evolving field of supporting people with disabilities in the community.

Curriculum: Because of the flexible nature of this program, students may select a full- or part-time plan of study foran associate degree or a certificate option.
There is no required course program requirements sequence in this associate degree.

General Education Core Courses (21-25 credits)			
Course Number/Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	Math 100 or above	Mathematics 100 or above	**3**
3	Arts and Humanities	Any course vetted in Arts and Humanities	**3**
4	Scientific Reasoning or Scientific Knowledge & Understanding	Any course vetted in Scientific Reasoning or Scientific Knowledge & Understanding	**3 or 4**
5	Social/Behavioral Science	Any course vetted in Social/Behavioral Science	**3**
6	Oral or Written CommunicationII	Any course vetted in Oral or Written Communication II	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**21-22**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
HSE*101	Introduction to Human Services	**3**	TBD
HSE*251	Work with Individuals and Families	**3**	TBD
PSY*111	General Psychology I	**3**	TBD
HSE*134	Introduction to the Mental Health System	**3**	TBD
HSE*281	Human Services Field Work I	**3**	TBD
PSY*163	Children with Disabilities	**3**	P: Eligibility ENG 101; P or C: PSY 111
PSY*173	Adults with Disabilities	**3**	Eligibility for ENG 093 or concurrent registration in ENG 096
PSY*183	Learning Process and Disabilities	**3**	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	**3**	None/none

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
PSY*193	Issues/Trends in Disabilities	**3**	Eligibility for ENG 093 or concurrent registration in ENG 096
POL*111 or POL*112	American Government or State and Local Government	**3**	TBD
Open Elective	Open Elective	**3**	TBD
Open Elective	Open Elective	**3**	TBD
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-61**	

Credit Certificate Program Name: Disability Specialist

Certificate Description: People with disabilities are an integral part of the community and should receive necessary community-based supports. This certificate program provides a concentration in on-the-job training in direct service situations, as well as specialized courses that relate to developmental disabilities, which prepares individuals for employment opportunities working people with disabilities, such as paraeducators and/or group home employees.

Certificate Learning Outcomes:

With the addition of experience in the field of disability and upon successful completion of all Disability Specialist certificate program requirements, graduates will:

- Define and discuss basic definitions, causes, psychological characteristics and educational approachesrelevant to children with disabilities.
- Discuss how children and adults with disabilities have unique abilities rather than limitations.
- Compare various learning theories and their application to children and adults with disabilities.
- Demonstrate an understanding of ethical standards including confidentiality.
- Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.

Certificate Descriptors:
There is no required course program requirements sequence in the certificate.

Certificate Program Requirements (30 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
HSE*101	Introduction to Human Services	**3**	TBD
HSE*251	Work with Individuals and Families	**3**	TBD
HSE*210	Group & Interpersonal Relations	**3**	TBD
HSE*241	Human Services Agencies and Organizations	**3**	TBD
PSY*111	General Psychology I	**3**	TBD
PSY*163	Children with Disabilities	**3**	P: Eligibility ENG101; P or C: PSY 111
PSY*173	Adults with Disabilities	**3**	Eligibility forENG 093 or concurrent registration in ENG 096
PSY*183	Learning Process and Disabilities	**3**	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	**3**	None/none
PSY*193	Issues/Trends in Disabilities	**3**	Eligibility forENG 093 or concurrent registration inENG 096
	Certificate Program Total Credits	**30**	

Program Name: DARC (Drug and Alcohol Recovery Counselor)

Degree Type: Associate of Science

Program Description:
The Drug and Alcohol Recovery Counseling (DARC) program provides the education and training needed to work effectively in the field of substance abuse disorders and recovery counseling. Students examine the techniques of professional counseling, current public health, trends and issues affecting the science of substance abuse disorders, counseling theories, continuum of care, environmental and familial risk factors contributing to substance use disorders, and counselor code of ethics. Students develop an understanding of the process of substance use disorders such as problem gambling, trauma-informed care, and knowledge of multicultural aspectsof working with clients; and apply knowledge in a clinical setting by participating in two semesters of internships and seminar. The DARC program may also be ideal for professionals with advanced degrees who seek specialization in substance abuse counseling and certification as a Certified Addictions Counselor (CAC) from the Connecticut Certification Board (CCB) or licensure as a LADC (licensed alcohol and drug counselor) from the Department of Public Health (with a qualifying Master's degree).

Program Learning Outcomes:
Upon successful completion of a DARC Program graduate should be able to:

1. Describe the physiological, emotional, physical, and psychological basis of substance abuse disorders.
2. Define the causes and characteristics of substance dependence and addiction relevant to various populations and cultures.
3. Define, examine, and apply counseling theories to substance abuse disorders counseling sessions.
4. Define, demonstrate, and apply ethical principles and practices according to the CCB, and professional behavior for working directly in the counseling field.
5. Demonstrate knowledge and skills related to relapse prevention education and strategies.
6. Describe the categories of drugs and effects on psychological functioning.
7. Describe characteristics of persons with a substance abuse disorder(s) and specific treatment strategies for working with this population.
8. Demonstrate the ability to develop, draft, and implement individual treatment plans.
9. Discuss the purpose of clinical supervision, participate in two internships, and co-facilitate group counseling sessions under supervision.
10. Describe and demonstrate the use of case management including screening, intake, evaluation, accurate records, treatment, and discharge in the treatment of persons with one or more substance abuse disorders.
11. Describe and demonstrate skills involved in crisis intervention.
12. Describe the purpose and availability of self-help groups for persons with substance abuse disorders.
13. Describe the effects of substance abuse on the family and community including education, health care, and the economy.
14. Describe the stages of change model and recovery for families and their application to treatment of substance abuse disorders.
15. Describe the use of multicultural counseling skills to assessment, treatment, and aftercare for persons of different gender/gender identity, ethnicity, disability, race, sexual orientation, ages including the elderly, and stages of life including homeless populations.

16. Describe the transdisciplinary foundations and competencies required of alcohol or drug counselor.
17. Describe the use of medication in the treatment of substance abuse.
18. Develop a comprehensive case study based on a biopsychosocial assessment, including diagnosis, treatment plan goals and interventions acceptable for submission to the Connecticut Certification Board (CCB).

Program Descriptors:

Courses

All DAR course instructors are licensed drug and alcohol counselors by the State of CT Department of Public Health. Additionally, while certification is preferred for DAR course instructors it is not required. All DAR courses have a didactic component and most include experiential skill building. Students intending to graduate with a degree in DARC should earn a minimum grade of C in order to be adequately prepared for a career in addiction counseling and successfully complete the Counselor Certification Examination through CCB (Connecticut Certification Board).

Internships

Students must complete and submit a formal DARC internship application prior to the interview. Acceptance into a DARC internships with a seminar (DAR* 251, DAR* 252) is selective and not guaranteed. All interested students participate in a screening and interview process which is intended to evaluate whether the applicant possesses the skills, behaviors (practices), and attitudes necessary for work with individuals with a substance use disorder and/or co-occurring disorders. Interested applicants must have completed ENG 101, DAR 101, DAR 111, DAR 112 and DAR 158 with a grade of C or better and the restricted elective DAR 213 may be completed concurrently during the first or second semester of internship. DARC coursework older than 5 years need to be re-taken prior to the internship.After the interviews, students are formally notified regarding acceptance to internship and ability to register for DAR 251. Students who complete DAR 251 successfully and without incidence are then eligible for DAR 252. Duringthe internships, students are required to carry malpractice liability insurance (average yearly cost $15.00). Studentsare billed separately for this coverage and will be asked to pay the premium at the time of registration.

Articulation Agreements

There are active articulation agreements with the University of Bridgeport (Goodwin University) and the BSW program at Southern Connecticut State University.

Employment

Graduates with a DARC associates degree are highly sought after for entry level opportunities as substance abuse counselors in public and private agencies such as community and residential health facilities, hospitals, prevention organizations, rehabilitation, youth services, government, and the criminal justice system. According to the Occupational Outlook Handbook (2016-17 Ed.), employment of addiction/substance abuse counselors is expectedto grow by 22 percent from 2014-2024, much faster than average as addiction counseling services are increasinglycovered by insurance. Connecticut is considered one of the states with the highest concentration of jobs in this field with a mean average wage of $46,920.

General Education Core Courses (21-29 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 137 or higher	Intermediate Algebra or Any Math course higher than 137	**3-4**
3	ART or MUS	ART 101 or 102 OR MUS 101 or MUS 102	**3**
4	BIO 110	Principles of the Human Body	**3**
5	PSY 111	General Psychology	**3**
6	COM 173 or COM 172	Public Speaking or Interpersonal Communication **COM 173 recommended for transfer*	**3**
7	ENG 102 or ENG 200	Literature and Composition or Advanced Composition	**3**
8	CCS 101	College and Career Success	**3**
		General Education Core Credits	**24-25**

Total Program Requirements (36 – 39 credits)			
Program Required Courses (21– 30 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
DAR 101	Public Health Issues in Abuse and Addiction	**3**	ENG 101
DAR 111	Addiction Counseling I	**3**	ENG 101
DAR 112	Group Counseling Theory and Techniques	**3**	ENG 101
DAR 158	Biology of Addiction	**3**	ENG 101
DAR 213	Addiction Counseling II	**3**	DAR 111 and ENG 101.
DAR 251	Counseling Internship I	**6**	With a grade of C or better, must have completed DAR 101, 111, 112 and 158 to apply for internship. DAR 213 and DAR electives may be taken concurrently with DAR 251 and 252.
DAR 252	Counseling Internship II	**6**	With a grade of C or better, must have completed DAR 251.
PHL 111	Ethics	**3**	
PSY 245	Abnormal Psychology	**3**	PSY 111
Elective	Restricted Elective (DAR 220 Co-Occurring Disorders Counseling, DAR 117 Substance Abuse Prevention, DAR 119 Addiction Counseling in a CorrectionalSetting, DAR 212 Multicultural Addiction Counseling, DAR 114 Introduction to Family Systems)	**3**	See PC for advising onthe most appropriate course.
		36	
	Total Program Requirement Credits	**36**	
	General Education Core Credits	**24-25**	
	Program Total Credits	**60-61**	

Credit Certificate Program Name: DARC (Drug and Alcohol Recovery Counselor)

Certificate Description:
This program is ideal for individuals who are already working in the field of the treatment of substance use disorders, desire a fast-track to certification, are receiving clinical supervision, and/or hold an advanced degree in aclosely related field (e.g., social work, counseling, etc.) who would like to supplement their expertise. DARC certificate recipients with degrees and/or experience are prepared for opportunities as counselors for those with substance use disorders in public and private agencies such as community and residential health facilities, hospitals, prevention organizations, youth and family services, and the criminal justice system.

The DARC certificate curriculum consists of 21 credits, meets the Connecticut Certification Board (CCB) requirements to become a CAC (certified addiction counselor), and prepares graduates to take the certificationexamination administered by CCB. The DARC certificate also satisfies the specialty education requirements for those currently holding a related Master's degree and are applying for licensure as an LADC.

Certificate Learning Outcomes:
Upon successful completion of the DARC Certificate, a recipient should be able to:

1. Describe the physiological, emotional, physical, and psychological basis of substance use disorders.
2. Define the causes and characteristics of substance use disorders relevant to various populations and cultures.
3. Define, examine, and apply counseling theories to counseling those with substance use disorders.
4. Define, demonstrate, and apply ethical principles and practices according to the CCB, and professional behavior for working directly in the counseling field.
5. Demonstrate knowledge and skills related to counseling skills and relapse prevention education and strategies.
6. Describe the categories of drugs and effects on the body, brain, and fetus.
7. Describe characteristics of those with substance use disorders and specific treatment strategies for working with this population.
8. Demonstrate the ability to develop, draft, and implement individual treatment plans.
9. Describe and demonstrate the use of case management including screening, intake, evaluation, accurate records, treatment, and discharge in the treatment of persons with addiction.
10. Describe and demonstrate skills involved in crisis intervention.
11. Describe the purpose and availability of self-help groups for persons with substance use disorders.
12. Describe the effects of substance use disorders on the family and community including education, health care, and the economy.
13. Describe the stages of change model and recovery for families and their application to treatment of substance use disorders.
14. Describe the transdisciplinary foundations and competencies required of substance abuse counselor.
15. Describe the use of medication in the treatment of substance use disorders.

Certificate Program Requirements (#credits)			
Course Number	**CourseName**	**# of Credits**	**Pre-req./Co-req. Course #**
DAR 101	Issues in Drug and Alcohol Abuse	**3**	ENG 101
DAR 111	Addiction Counseling I	**3**	ENG 101
DAR 112	Group Counseling Theory & Techniques	**3**	ENG 101
DAR 158	Biology of Addiction	**3**	ENG 101
DAR 213	Addiction Counseling II	**3**	ENG 101
ENG 101	Composition	**3**	
Elective*	DAR Elective	**3**	Contingent upon the student's choice
	Certificate Program Total Credits	**21**	

**See advisor or program coordinator for most appropriate elective choice.*

Program Name: CSCU Pathway Transfer Degree: Exercise Science Studies

Degree Type: Associates in Arts

Program Description:
The Exercise Science Program is designed to provide fundamental and theoretical knowledge to transfer and succeed in a baccalaureate exercise science program. It also provides the practical skills necessary to assume the role of a health fitness professional in commercial and clinical settings. With an emphasis on exercise physiology and health, the program integrates cutting edge research with fundamental theories of learning and basic clinical skills. This program offers the transfer student a transfer level mathematics course and an increased number of general education courses creating a well-rounded base in order to continue with further education.

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

1. Demonstrate an understanding of human anatomy and physiology, exercise physiology and knowledge in aholistic wellness model that promotes health beyond just the physical aspect.
2. Demonstrate sound knowledge and clinical skills needed for health screenings, exercise testing andexercise prescription with a variety of populations.
3. Demonstrate an understanding of a variety of public health concerns, including physical activity, nutrition,chronic disease and disability, and human performance.
4. Develop leadership, interpersonal, and communication skills, which lead to increased collaboration with a variety of health care professionals in a multidisciplinary approach to wellness.
5. Practice sound, prudent, and ethical functions necessary in health fitness and allied health professions.
6. Develop an understanding of the skills, knowledge, abilities and continued education needed to progress inthe Exercise Science and health-related fields.

Program Descriptors:

Exercise Physiology labs Human Performance Centers Cardiac Rehabilitation CentersCorporate Wellness Centers Medical Rehabilitation Centers

Articulations: TAP

General Education Core Courses (32-33 credits): Exercise Science Studies			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*167	Math: Principles of Statistics	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	BIO*115	Scientific Reasoning: Human Biology	**4**
5	PSY*111	Social / Behavioral Sciences: General Psychology	**3**
6	Written Communication II	Any course vetted for Written Communication II	**3**
7	BIO*211	Scientific Knowledge and Understanding: Anatomy and Physiology I	**4**
8	Historical Knowledge	Any course vetted for Historical Knowledge	**3**

General Education Core Courses (32-33 credits): Exercise Science Studies			
Course Number or Category		**Course Name**	**# of Credits**
9	COM*173	Oral Communication: Public Speaking	**3**
10	CCS*101	College and Career Success	**3**
		General Education Core Credits	**32-33**

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Educationcourses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (28 credits): Exercise Science Studies			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
EXSC*105 previously HPE 105	Introduction to Exercise Science	**3**	P: ENG 101
EXSC*210 previously HPE 210 OR EXSC*231 previously HPE 246 OR HLT 155 OR HPE 242	Sports Nutrition OR Exercise Programming for Clinical Populations OR Personal Health OR Introduction to Athletic Training	**3**	P: BIO 111 P: EXSC 230 TBD P: ENG 101
EXSC*230 previously HPE 245	Exercise Testing and Program Design	**4**	P: EXSC*105 or by permission of program coordinator
EXSC*232 previously HPE 247	Aspects of Strength and Conditioning	**3**	P: EXSC 230 or permission of program coordinator
EXSC*240 previously HPE 241	Exercise Physiology with Lab	**4**	P: EXSC 230, BIO*211
EXSC*250 previously HPE 243	Kinesiology with Lab	**4**	P: EXSC 105, BIO* 211
BIO*111	Introduction to Nutrition	**3**	TBD
BIO*212	Anatomy and Physiology II	**4**	TBD
		28	
	Program Requirement Credits	**28**	
	General Education Core Credits	**32-33**	
	Program Total Credits	**60-61**	

Program Name: Exercise Science

Degree Type: Associate of Science Degree

Program Description:
The Exercise Science Program is designed to provide fundamental and theoretical knowledge as well as practical skills necessary to assume the role of a health fitness professional in commercial and clinical settings. With an emphasis on exercise physiology and health, the program integrates cutting edge research with fundamental theories of learning and basic clinical skills. Graduates of the program will be prepared for a career in health fitness and will demonstrate sound communication skills, lifelong learning, safe and effective care, within their legal scope, and compassion for those they work with.

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

1. Demonstrate an understanding of human anatomy and physiology, exercise physiology and knowledge in aholistic wellness model that promotes health beyond just the physical aspect.
2. Demonstrate sound knowledge and clinical skills needed for health screenings, exercise testing andexercise prescription with a variety of populations.
3. Demonstrate an understanding of a variety of public health concerns including physical inactivity, nutrition, chronic disease and disability and human performance.
4. Develop leadership, interpersonal, and communication skills which lead to increased collaboration with a variety of health care professionals in a multidisciplinary approach to wellness.
5. Practice sound, prudent, and ethical functions necessary in health fitness and allied health professions.

Program Descriptors:
Career Opportunities are available in:Human performance Centers Personal Training Wellness Centers Rehabilitation Centers Corporate Wellness CentersCommunity Centers

General Education Core Courses (22-23 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*109	Math - Elementary Statistics	**3**
3	Arts & Humanities	Any course vetted for Arts & Humanities	**3-4**
4	BIO*115	Scientific Reasoning/Knowledge and Understanding - Human Biology	**4**
5	PSY*111	Social/Behavioral Science - General Psychology	**3**
6	COM*173	Oral Communication - Public Speaking	**3**
7	CCS*101	College and Career Success	**3**
		General Education Core Credits	**22-23**

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Educationcourses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (38 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
EXSC*105 previously HPE 105	Introduction to Exercise Science	**3**	P: ENG 101
EXSC*230 previously HPE 245	Exercise Testing and Program Design	**4**	P: EXSC*105 or by permission of program coordinator
EXSC*231 previously HPE 246	Exercise Programming for Clinical Populations	**3**	P: EXSC*230
EXSC*232 previously HPE 247	Aspects of Strength and Conditioning	**3**	P: EXSC 230 or permission of program coordinator
EXSC*240 previously HPE 241	Exercise Physiology with Lab	**4**	P: EXSC 230, BIO*211
EXSC*250 previously HPE 243	Kinesiology with Lab	**4**	P: EXSC 105, BIO* 211
EXSC*295 previously HPE 295	Field Placement in Exercise Science	**3**	P: EXSC 231
BIO*111	Introduction to Nutrition	**3**	TBD
BIO*211	Anatomy and Physiology I	**4**	TBD
BIO*212	Anatomy and Physiology II	**4**	TBD
ENG*102	Literature and Composition	**3**	TBD
		38	
	Program Requirement Credits	**38**	
	General Education Core Credits	**22-23**	
	Program Total Credits	**60-61**	

Program Name: Graphic Design

Options are:

1) Graphic Design
2) Design & Illustration
3) Digital Media/Web Design

Degree Type: A.S.

Program Description:

The purpose of the Graphic Design Associate Degree program is:

- to provide a graphic design ***terminal or transfer*** program in the area of graphic design, digital media,computer graphics and advertising;
- to offer a degree program for those considering an entry-level position in related graphic designfields; and
- to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of theapplication of acquired technical knowledge. Computer use will be an integral part of the program.

Program Learning Outcomes:

Upon successful completion of all Graphic Design degree program requirements, graduates will:

1) Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
2) Develop an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
3) Integrate creative thinking skills and strategies and use problem-solving techniques across awide range of media.
4) Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
5) Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
6) Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
7) Develop a portfolio of work reflecting knowledge, techniques, and creativity gained during thestudent's course of study.
8) Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

Program Options:

1) Graphic Design Option Description:

This option provides the Graphic Design student with a broad, art-based degree primarily for transfer with fundamental skills developed in 2D, 3D and timebased studios. It provides students with a Graphic Design track to 4-year university programs with a broad and foundational art and design background.

Learning Outcomes:

In addition to the Graphic Design A.S. Learning outcomes students will:

- Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation. Combine an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- Communicate and critique art and concepts using specific art vocabulary.
- Apply a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.
- Evaluate and demonstrate a historical, cross-cultural appreciation and awareness of the field of visual art. Develop an understanding of the principles and elements of two-dimensional and three-dimensional design and their applications to various studio disciplines.

2) Design & Illustration Option Description:

Illustration is a parallel field to Graphic Design and many designers are also illustrators. This option provides students with project-based, hands-on and digital classes in Illustration, drawing and painting to lay the foundation for transfer or career opportunities in Illustrating for design. It provides Graphic Design students an Illustration track to a 4-year transfer degree and/or career in illustration, with an emphasis on design.

Learning Outcomes:

In addition to the Graphic Design A.S. program learning outcomes students will:

- Become competent in a variety of artistic and digital media. Develop the ability to identify, analyze, and solve design problems.
- Obtain an understanding of the aesthetics of illustration and of the history and current state of design. Become proficient in the selection and use of relevant technologies and computer software in illustration. Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
- Design and develop an illustration from sketch to mockup to finished process.
- Become proficient in presenting work as well as discussing and constructively critiquing the work of others.

3) Digital Media/Web Design Option Description:

This program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options. Web and Media design is in high demand as an industry and career track. This option focuses on digital media and web development to prepare students for a career in timebased media and web design.

Learning Outcomes:

In addition to the Graphic Design A.S. program learning outcomes students will:

- Demonstrate proficiency in the skills that are required in today's graphic design industry.
- Attain an expanded awareness and a critical understanding of graphic design products.
- Demonstrate proficiency with graphic design and digital media software that are industry standards. Become proficient in principles of Interaction Design and user experience processes as they relate to front- end web design and interactive graphics.

Program Descriptors:

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements orprerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Degree Requirements

General Education Core Courses (21 - 25 credits)		
Course Number	**Course**	**Credits**
ENG*101	English Composition	3
MAT*100	Math 100 or higher (Math 137 or higher recommended)	3 - 4
ART*	Choose one from: Arts and Humanities: Art 207 History of Graphic Design preferred. *(ART* 101/102/103 or ART*206 optional)*	3
	Choose one from: Scientific Reasoning OR Scientific Knowledge and Understanding	3 - 4
	Choose one from: Social / Behavior Science or Historical Knowledge	3
	Choose one from: Oral Communication or Written Communication II	3
CCS*101	Choose one from: CCS* 101: College and Career Success	3
		21 - 23

Program Requirements

Program Required Courses (27 credits)			
Course Number	**Course**	**Credits**	**Pre-Requisites Co-Req. Course**
GRA*151	Graphic Design I (This course replaces: ART*123 Design I, or COM*105 Intro to Visual Communication, or GRA*150 Intro to Graphic Design) *This course is a Gen Ed Arts and Humanities*	3	None
ART*111	Drawing I *This course is a Gen Ed Arts and Humanities*	3	None
DGA*111 or GRA* 230	Introduction to Computer Graphics or Digital Imaging I (formerly DGA*110, 120 Computer Graphics I or GRA*110 Intro. to Computer Graphics, or GRA* 111 Computer Graphics, or GRA*237 Computer Graphics, or GRA*231 Digital Imaging I or DAT*108 Digital Imaging I.) *This course is a Gen Ed Arts and Humanities*	3	None for DGA*111 Eligible for ENG*101 or permission from Coordinator for GRA*230
ART*109 or 121	Color Theory or Two-Dimensional Design	3	None
GRA*201 or 221 or ART*112	Typography & Design I or Illustration I or Drawing II	3	C- or better in GRA*151 Graphic Design I for GRA*201 or None for GRA*221or ART*111 for ART*112
GRA*241 or 252	Digital Page Design or Graphic Design II: Layout (*formerly GRA*203 Design & Production or GRA* 205 Typography and Design II or GRA*251 Advanced Graphic Design, or ART*165 Production Layout*)	3	ART 121 Two-Dimensional Design or DGA* 111 Intro to Computer Graphics or Permission of Instructor for GRA*241or GRA*151Graphic Design I or DGA*111 Intro to Computer Graphics for GRA*252
DGA*212 or GRA*231 or ART*250	Advanced Computer Graphics or Digital Imaging II or Digital Photography	3	DGA*111 for DGA*212 or GRA* 151 or permission of Coordinator for GRA*231 or None for ART* 250
ART*176 or 250 or COM*166	Digital Video Art I or Digital Photography or Video Filmmaking (*Formerly DGA*283 Digital Video Editing, DAT*110 Digital Video Production I, ART*185 Video Filmmaking*)	3	None
ART*292/GRA* 296 Or 200 level elective studio:	ART*292 Cooperative Education (*formerly Internship in Art I) or GRA*296 Graphic Design Internship* ***or 200 level elective studio*** *(see preferred) ART*290 Portfolio Preparation I-(formerly Graphic Design III/IV or Computer Graphics III/IV in this program*) or GRA*295 Graphic Design Capstone	3	Student must have a minimum of 15 program required credits before taking an internship *or permission; for ART* 290:* 2nd year status, matriculation in an Art curriculum and permission of the Coordinator; for GRA* 295: GRA* 252 or permission of the Coordinator; for DGA/GRA* 298: GRA* 151 or DGA* 111 or permission of the Coordinator
ART*290/GRA* 295 Preferred Or DGA/GRA*298	Or DGA/GRA* 298 Digital Arts/Graphic Design Special Topics.		
Total Program Core		**27**	

Common course numbering and common pre-requisites to be used for all courses.

Program Name: Graphic Design: Graphic Design Option

Program Required Courses (12 credits)			
Course Number	**Course**	**Credits**	**Pre-Requisites Co-Req. Course**
ART/DGA/ GRA*	ART*/DGA*/GRA* **2D studio elective *(Choose two from list below):*** ART*109 Color Theory ART*112 Drawing II ART*113 Figure Drawing ART*121 2D Design ART*151 Painting I ART*155 Watercolor ART*167 Printmaking ART*220 Digital Painting and Drawing ART*250 Digital Photography ART*290 Portfolio Prep I: Graphic Design GRA*201 Typography and Design I GRA*221 Illustration I GRA*231 Digital Imaging II **or** DGA* 212 Advanced Comp. Graphics GRA*236 Digital Illustration GRA*260 Web Design GRA*295 Graphic Design Capstone	6	Must be 6 contact hours *Prerequisites may apply* *ART* 109: NONE* *ART* 112: ART* 111* *ART* 113: ART* 111* *ART* 121: NONE* *ART* 151: NONE* *ART* 155: NONE* *ART* 167: NONE* ART* 220: NONE ART* 250: NONE ART* 290: 2nd year status, matriculation in an Art curriculum and permission of the Coordinator GRA* 201: C- or better in GRA* 151 GRA* 221: NONE GRA* 231: GRA* 151 or permission of the Coordinator GRA* 236: ART* 111 or ART* 121 or DGA* 111 or GRA* 151or permission of Coordinator GRA* 260: DGA* 111 or CST* 150 or permission of the Coordinator GRA* 295: GRA* 252 or permission of the Coordinator
	ART*/DGA*/GRA* **3D studio elective *(Choose one from list below):*** ART*122 3D Design GRA*275 3D Computer Modeling	3	Must be 6 contact hours *Prerequisites:* *ART* 122: NONE* *GRA* 275: NONE*
	ART*/DGA*GRA* **time-based studio elective *(Choose one from list below):*** ART*176 Digital Video Art ART*189 Animation Fundamentals COM*166 Video Filmmaking DGA*257 Motion Graphics	3	*Prerequisites may apply* *ART* 176: NONE* *ART* 189: ART* 111 or permission of Instructor* *COM* 166: NONE* *DGA* 257: DGA* 111 or COM* 166*
		12	
	Total Program Requirement Credits	**39**	
	General Education Core Credits	**21 - 23**	
	Program Total Credits	**60 - 62**	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus.

Program Name: Graphic Design: Design & Illustration Option

Program Required Courses (12 credits)			
Course Number	**Course**	**Credits**	**Pre-Req. Co-Req. Course**
ART*/GRA*	**Choose four Illustration** electives from the following: ART*112 Drawing II ART*113 Figure Drawing ART*121 2D Design ***or*** ART* 122 3D Design ART*151 Painting I ***or*** ART* 155 Watercolor I ART*167 Printmaking ART*220 Digital Painting and Drawing ART*290 Portfolio Prep I: Graphic Design ***or*** DGA*/GRA* 298 Special Topics **GRA*221 Illustration I** *(preferred on this track if not taken in CORE Requirements)* **GRA*222 Illustration II** *(preferred on this track)* GRA*236 Digital Illustration GRA*275 3D Computer Modeling GRA*295 Graphic Design Capstone	12	Must be 6 contact hours *Prerequisites may apply* *ART* 112: ART* 111* *ART* 113: ART* 111* *ART* 121: NONE* *ART* 151: NONE* *ART* 167: NONE* *ART* 220:NONE* *ART* 290:* 2nd year status, matriculation in an Art curriculum and permission of the Coordinator *GRA* 221:*NONE *GRA* 222:* GRA* 221 *GRA* 236:* ART* 111 or ART* 121 or DGA*111 or GRA*151 or permission of Coordinator GRA* 275: NONE GRA* 295: GRA* 252 or permission of the Coordinator
		12	
	Total Program Requirement Credits for Design & Illustration Option	**39**	
	General Education Core Credits: Design & Illustration Option	**21 - 23**	
	Program Total Credits	**60 - 62**	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus

Program Name: Graphic Design: Digital Media/Web Design

Program Required Courses (12 credits)			
Course Number	**Course**	**Credits**	**Pre-Req. Co-Req. Course**
ART*/DGA*/ GRA*	**Choose four Digital Media/Web Design** electives from the following: ART*176 Digital Video Art ART*189 Animation Fundamentals ART*250 Digital Photography ART*290 Portfolio Prep I: Graphic Design ***or*** DGA/GRA* 298 Special Topics COM*166 Video Filmmaking CST*114 Web Essentials CST*150 Web Design and Development I DGA*257 Motion Graphics GRA*231 Digital Imaging II **or** DGA* 212 Advanced Computer Graphics DGA*258 User Experience Design GRA*227 Interactive Media Design **GRA*260 Web Design** *(preferred on this track)* GRA*262 Web Design II GRA*275 3D Computer Modeling GRA*295 Graphic Design Capstone	12	*Prerequisites may apply* *ART* 176: NONE* *ARTY* 189: ART* 111 or permission of Instructor* *ART* 250: NONE* *ART* 290:* 2nd year status, matriculation in an Art curriculum and permission of the Coordinator COM* 166: NONE CST* 114: NONE CST* 150: DGA* 257: *DGA* 111 or COM* 166* *GRA* 231: GRA* 151 or permission of the Coordinator* *DGA* 212: DGA* 111* *DGA* 258:DGA* 111 or permission of the instructor* *GRA* 227: GRA* 151 or GRA* 252 or permission of instructor* *GRA* 260: DGA* 111 or CST* 150 or permission of Coordinator* *GRA* 262: GRA* 260 or permission of the Coordinator* *GRA* 275: NONE* *GRA* 295:* GRA* 252 or permission of the Coordinator
		12	
	Total Program Requirement Credits for Digital Media/Web Design Option	**39**	
	General Education Core Credits: Digital Media/Web Design Option	**21 - 23**	
	Program Total Credits: Digital Media/Web Design Option	**60 - 62**	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus. Students wishing to take additional Art History electives will be directed to the Art History minor off the Liberal Arts Degree.

Program Name: Honda Professional Automotive Career Training (PACT)

Degree Type: Associate of Applied Science

Program Description:
The Automotive Technology: Honda Professional Automotive Career Training (PACT) degree program was designed by American Honda Co. (AHM) Professional Automotive Career Training (PACT) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for an entry level maintenance position in Honda or Acura sponsored automotive repair facilities. Through a special arrangement, students attend classes andlabs at the North Haven Campus and then obtain practicum experience at a sponsoring Honda or Acura facility. Students in theAutomotive Technology: Honda PACT degree program receive instruction on AHM products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by AHM. For more information, contact Professor Giuseppe Vertucci, Program Coordinator at (203) 285-2434 or e-mail at (gvertucci@gatewayct.edu).

Program entry requirements – Prospective students must obtain sponsorship through a AHM dealership. Studentsmust meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students will be required to provide their own hand tools and personal protective equipment.

Practicum requirements – Students will be required to successfully complete paid practicums at sponsoring AHMdealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Automotive Technology: Honda PACT degree program will have to apply tothe program. Requirements to apply are:

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

Selection of students will be completed and students will be notified shortly after. Once students are selected for enrollment into the program, they will have to find a sponsor for their practicums at an AHM automotive dealership to remain in the Automotive Technology: Honda PACT degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the program, students will receive a degree in Automotive Technology from CT State Community College as well as Honda PACT Certification. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program.* During their final semester students are encouraged to takethe National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification.

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

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technician(MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.

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

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

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

Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the Honda PACT for AHM courses that are embedded in the curriculum. Successful students receive credit for approximately 70% of the Honda/ Acura Technician Training Standard courses and are well on their way to HondaMaster Certification.

Students receive industry experience through mandatory paid practicums at participating AHM dealerships. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams.

General Education Core Courses (21-23 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	Math 100 or Higher	Math 100 or Higher (College Level)	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any course vetted for Scientific Reasoning or Scientific Knowledge and Understanding	**3-4**
5	Social / Behavioral Science or Historical Knowledge	Any course vetted for Social / Behavioral Science or Historical Knowledge	**3**
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	**3**
7	CCS 101	College and Career Success	**3**
		General Education Core Credits	**21-23**

Program Requirements (40 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
AUT155	Honda Power Plant Systems Theory	**2**	C: AUT156
AUT156	Honda Power Plant Systems Lab	**2**	C: AUT155
AUT141	Honda Express Service and Shop Practices Theory	**1**	C: AUT141A
AUT141A (proposed – no current number)	Honda Express Service and Shop Practices Lab	**2**	C: AUT141
AUT157	Honda Electrical Systems Theory	**2**	C: AUT158
AUT158	Honda Electrical Systems Lab	**2**	C: AUT157
AUT165	Honda Steering & Suspension Systems Theory	**2**	C: AUT166
AUT166	Honda Steering & Suspension Systems Lab	**2**	C: AUT165
AUT167	Honda Braking Systems Theory	**2**	C: AUT168
AUT168	Honda Braking Systems Lab	**2**	C: AUT167
AUT181	Honda Practicum 1	**1**	P: AUT141, AUT141A
AUT281	Honda Practicum 2	**1**	P: AUT141, AUT141A
AUT211	Honda Engine Management Systems Theory	**2**	P: AUT158 C: AUT212
AUT212	Honda Engine Management Systems Lab	**2**	P: AUT158 C: AUT211
AUT213	Honda Drivetrain Systems Theory	**2**	P: AUT141 C: AUT214
AUT214	Honda Drivetrain Systems Lab	**2**	P: AUT141 C: AUT213
AUT255	Honda Advanced Electrical Systems Theory	**2**	P: AUT158 C: AUT256
AUT256	Honda Advanced Electrical Systems Lab	**2**	P: AUT158 C: AUT255
AUT257	Honda Climate Control & Safety Systems Theory	**2**	P: AUT141 C: AUT259
AUT259	Honda Climate Control & Safety Systems Lab	**2**	P: AUT141 C: AUT257
AUT283	Honda Practicum 3	**1**	P: AUT141, AUT141A
AUT284	Honda Practicum 4	**1**	P: AUT141, AUT141A
AUT285	Honda Practicum 5	**1**	P: AUT141, AUT141A
	Program Requirement Credits	**40**	
	General Education Core Credits	**21-23**	
	Program Total Credits	**61-63**	

Credit Certificate Program Name: Honda Professional Automotive Career Training (PACT) Automotive ServiceCertificate

Certificate Description: The Automotive Service Certificate was designed by American Honda Co. (AHM) Professional Automotive Career Training (PACT) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for an entry level maintenance position in Honda or Acura sponsored automotive repair facilities. Through a special arrangement, students attendclasses and labs at the North Haven Campus and then obtain practicum experience at a sponsoring Honda or Acurafacility. Students in the Honda PACT Certificate program receive instruction on AHM products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by AHM. For more information, contact Professor Giuseppe Vertucci, Program Coordinator at (203) 285-2434 or e-mail at (gvertucci@gatewayct.edu).

Program entry requirements – Prospective students must obtain sponsorship through a AHM dealership. Studentsmust meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students will be required to provide their own hand tools and personal protective equipment.

Practicum requirements – Students will be required to successfully complete paid practicums at sponsoring AHMdealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Honda PACT Automotive Service Certificate will have to apply to theprogram. Requirements to apply are:

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

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

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

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technician(MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.
- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entrylevel service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Receive corporate credit for web based and embedded classroom / laboratory training in the Honda INTraining Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE

Accredited Training Program requirements.

- Meet the industry ASE accreditation training outcome requirements for AHM Steering and Suspension, Braking, Power Plant, Electrical, Engine Performance, Drivetrain and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership practicum as assessed by existing instruments in current course.

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

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

Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the Honda PACT for AHM courses that are embedded in the curriculum. Successful students receive credit for approximately 70% of the Honda/ Acura Technician Training Standard courses and are well on their way to HondaMaster Certification.

Students receive industry experience through mandatory paid practicums at participating AHM dealerships. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams.

Program Requirements (40 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
AUT155	Honda Power Plant Systems Theory	**2**	C: AUT156
AUT156	Honda Power Plant Systems Lab	**2**	C: AUT155
AUT141	Honda Express Service and Shop Practices Theory	**1**	C: AUT141A
AUT141A (proposed – no current number)	Honda Express Service and Shop Practices Lab	**2**	C: AUT141
AUT157	Honda Electrical Systems Theory	**2**	C: AUT158
AUT158	Honda Electrical Systems Lab	**2**	C: AUT157
AUT165	Honda Steering & Suspensions Systems Theory	**2**	C: AUT166
AUT166	Honda Steering & Suspensions Systems Lab	**2**	C: AUT165
AUT167	Honda Braking Systems Theory	**2**	C: AUT168
AUT168	Honda Braking Systems Lab	**2**	C: AUT167
AUT181	Honda Practicum 1	**1**	P: AUT141, AUT141A
AUT281	Honda Practicum 2	**1**	P: AUT141, AUT141A

Program Requirements (40 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
AUT211	Honda Engine Management Systems Theory	**2**	P: AUT158 C: AUT212
AUT212	Honda Engine Management Systems Lab	**2**	P: AUT158 C: AUT211
AUT213	Honda Drivetrain Systems Theory	**2**	P: AUT141 C: AUT214
AUT214	Honda Drivetrain Systems Lab	**2**	P: AUT141 C: AUT213
AUT255	Honda Advanced Electrical Systems Theory	**2**	P: AUT158 C: AUT256
AUT256	Honda Advanced Electrical Systems Lab	**2**	P: AUT158 C: AUT255
AUT257	Honda Climate Control & Safety Systems Theory	**2**	P: AUT141 C: AUT259
AUT259	Honda Climate Control & Safety Systems Lab	**2**	P: AUT141 C: AUT257
AUT283	Honda Practicum 3	**1**	P: AUT141, AUT141A
AUT284	Honda Practicum 4	**1**	P: AUT141, AUT141A
AUT285	Honda Practicum 5	**1**	P: AUT141, AUT141A
	Program Requirement Credits	**40**	
	Program Total Credits	**40**	

Program Name: Medical Assisting

Degree Type: Associate of ScienceProgram Description:
The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, thereare career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

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

1. *Apply for a national medical assisting certification examination*
2. *Perform all medical assisting skills at entry level competency*
3. *Become a professional collaborative member of the health care team delivering safe quality care*
4. *Obtain strong oral, written, and interpersonal communication skills*
5. *Use Critical thinking skills for handling issues related to effective patient care*
6. *Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures*
7. *Develop business skills for gathering and updating data accurately across a range of data management systems*

Program Descriptors:
This is not a selective admissions program; however, students must meet course prerequisite requirements toprogress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses.
This program may help prepare students for stackable credentials. With additional experience and/or coursework,students may qualify to take a variety of certification exams.

General Education Core Courses (22-24 credits)			
Course Number / Category		**Course Name**	**# Of Credits**
1	ENG*101	English Composition	**3**
2	MAT 137 or higher	Math 137 or higher	**3-4**
3	Arts & Humanities	Any course vetted for Arts & Humanities	**3-4**
4	BIO 105 or higher	Scientific Reasoning/Knowledge & Understanding: Biology 105 or higher(lab required)	**4** (lab required)
5	PSY 111, SOC 101, or ANT 105	Social/Behavioral Science: General Psychology, Principles of Sociology, or Introduction to Cultural Anthropology	**3**
6	COM 173 or ENG 102	Oral Communication: Public Speaking or Written Communication II: Literature and Composition	**3**
7	CCS* 101	College and Career Success	**3**
		General Education Core Credits	**22-24**

Total Program Requirements (36 - 38 credits)			
CourseNumber	**Course Name**	**# Of Credits**	**Pre-req or Co-req Course#**
MED* 125	Medical Terminology for Clinical and Administrative Professions	**3**	Eligible for ENG 101
MED* 111	Administrative Medical Assisting	**3**	Eligible for ENG 101
MED* 112	Medical Insurance & Billing	**3**	Eligible for ENG 101
MED* 133	Clinical Medical Assisting	**4**	P: Eligible for ENG 101 P or C: MED* 125 as prerequisite or corequisite
MED* 216	Electronic Medical Records	**3**	Eligible for ENG 101 and permission of Program Coordinator
MED* 242	Clinical Procedures and Practices	**4**	MED*125 and MED*133, both with a'C' or higher
MED* 245	Clinical Laboratory Procedures	**4**	MED*125 and MED*133, both with a 'C' or higher
MED* 250	Principles of Pharmacology	**3**	Eligible for both ENG 101 and MAT137 or higher
MED* 280	Medical Assisting Practicum/Externship	**4**	MED 111, 112, 125, 133, 216, 242, 245, and 250 courses, all with a witha 'C' or higher, and permission of Program Coordinator
Directed electives	Directed Electives in BIO, CHE, COM, CSA, CSC, HIM, HLT, HPE, MAT, MED, MLT, or PSY	**5 - 7***	
		36 - 38	
	Total Program Requirement Credits	**36 - 38**	
	General Education Core Credits	**22-24**	
	Program Total Credits	**60-62**	

Program Name: Medical Assisting Certificate
Type: Certificate

Certificate Description:
The Medical Assisting Certificate prepares students for entry level positions as multi-skilled practitioners, there arecareer positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, and more. The program provides the student the opportunity to acquire clinical and administrative knowledge and skills in the classroom, the laboratory, and during practicum/externship.

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

1. *Apply for a national medical assisting certification examination.*
2. *Perform all medical assisting skills at entry level competency.*
3. *Become a professional collaborative member of the health care team delivering safe quality care*
4. *Will show respect, empathy, objectivity, and accuracy with written and verbal communication.*

Certificate Descriptors:
This is not a selective admissions program; however, students must meet course prerequisite requirements toprogress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses.
This program may help prepare students for stackable credentials. With additional experience and/or coursework,students may qualify to take a variety of certification exams. Completion of this certificate can place the student into the Associate Degree program with at least 50% of the credits completed.

Certificate Program Requirements (31 credits)			
CourseNumber	**Course Name**	**# Of Credits**	**Pre-req. or Co-req. Course#**
MED 125	Medical Terminology for Clinical and Administrative Professions	**3**	Eligible for ENG 101
MED 111	Administrative Medical Assisting	**3**	Eligible for ENG 101
MED 112	Medical Insurance & Billing	**3**	Eligible for ENG 101
MED 133	Clinical Medical Assisting	**4**	P: Eligible for ENG 101 P or C: MED* 125 as prerequisite or corequisite
MED 216	Electronic Medical Records	**3**	Eligible for ENG 101 and permission of Program Coordinator
MED 242	Clinical Procedures and Practices	**4**	MED*125 and MED*133, both with a 'C' or higher
MED 245	Clinical Laboratory Procedures	**4**	MED*125 and MED*133, both with a 'C' or higher
MED 250	Principles of Pharmacology	**3**	Eligible for both ENG 101 and MAT 137 or higher
MED 280	Medical Assisting Practicum/Externship	**4**	MED 111, 112, 125, 133, 216, 242, 245, and 250, all with a with a 'C' or higher, and permission of Program Coordinator
	Certificate Program Total Credits	**31**	

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

Program Name: Ophthalmic Design & Dispensing

Degree Type: Associate in Science

Program Description: The Ophthalmic Design and Dispensing (OD&D) at Middlesex Campus of Connecticut (CT) State Community College is designed for students that have solid math and problem solving skills, love to help others and enjoy hands-on work. Students would like to work in a medical-related field, but without the time andfinancial commitments in getting a PhD. The OD&D program at Middlesex Campus of CT State Community Collegeprovides an affordable and flexible Associate Degree to meet student needs. This two-year degree program prepares students for future work as licensed opticians working to help others through the design and dispensingof eyeglasses, contact lenses and low-vision aids.

This program is designed for individuals who are interested in becoming licensed opticians. Successful completion of this program will be accepted in lieu of the four-year, 8000-hour apprenticeship requirement to become a licensed optician in the State of Connecticut. This degree is also accepted in many states in order to be eligible forlicensure.

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

1. Communicate effectively through development of proficiency in oral/written/electronic communication skills
2. Demonstrate proficiency in critical thinking and problem solving skills
3. Complete the requirements for National Certification by the American Board of Opticianry
4. Complete the requirements for National Certification by the National Contact Lens Examiners
5. Demonstrate the practical skills required to successfully complete the optical portion of the State of Connecticut – Board of Examiners State Practical Exam
6. Demonstrate the practical skills required to successfully complete the contact lens portion of the State of Connecticut – Board of Examiners State Practical Exam
7. Demonstrate familiarity with the statutes and regulations in Chapter 381 (Opticians) of the Connecticut General Statutes and Regulations and successfully complete the State Law portion of the State of Connecticut – Board of Examiners State Practical Exam
8. Meet the minimum education requirement for licensing as an optician in all of the states requiringlicensure for opticians

Program Descriptors:
The Ophthalmic Design and Dispensing Program is accredited by the Commission on Opticianry Accreditation.

Selective Admission: Enrollment in the program is restricted because of limited lab facilities, and early application is encouraged. Only completed applications with all documents will be considered. Students are admitted to the fall term only. Students must meet with program coordinator and take a program-specific math worksheet as part of the admissions process. Students must be eligible for ENG*101 Composition and MAT*137 to begin this program. Official transcripts are required for transfer credit.

Ophthalmic Design and Dispensing students must receive a grade of C or better in Ophthalmic Dispensing coursesin order to obtain a degree in this program.

With an OD&D Degree from Middlesex Campus of CT State Community College, a student can get work in an optical shop, corporate optical business, private Optometrist's office, or a private Ophthalmologist's office.

How Long Will You Have To Go To School? Most students are able to finish the program within 21 months or 2-calendar years. Our program encourages lifelong learning and many of our students continue on to bachelors degrees. A small percent of students choose to continue their education to become Optometrists and Ophthalmologists, both of which require Doctoral level degrees.

Job Availability & Growth: Spurred by the demographic of the baby boomers and the elderly, an increasing demandfor eyewear and contact lenses should be good for the optician. As the aging population continues to grow, more demand will be created for corrective lenses and a requirement for regular vision care. Fashion will also continue to drive the demand for dispensing opticians.

As ophthalmic and contact technology continues to develop the demand for the services of opticians will increase.

General Education Core Courses (22-23 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*137 or higher	MAT* 137, Intermediate Algebra, or any higher MAT course vetted forMath	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	BIO*118	Scientific Reasoning/Knowledge & Understanding: Anatomy & Physiologyof the Eye	**4**
5	PSY*111	Social/Behavior Science: General Psychology I	**3**
6	COM*173	Oral Communication: Public Speaking	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**22-23***

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

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Educationcourses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (46 credits)			
CourseNumber	**CourseName**	**# of Credits**	**Pre-req./Co-req. Course#**
BMG*202	Principles of Management	**3**	TBD
ODD*101	Introduction to Ophthalmic Dispensing	**4**	P: None C: ENG 101 and MAT 137 or higher
ODD*102	Ophthalmic Dispensing I	**4**	P: ENG 101, MAT 137, and ODD*101 with a grade of "C" or better.
ODD*103	Ophthalmic Dispensing II	**3**	P: ODD*102 with a grade of "C" or better.
ODD*109	Optical Business Management	**3**	P: ODD*102 with a grade of "C" or better.
ODD*110	Ophthalmic Materials I	**4**	P: ENG 101, MAT 137, and ODD*101 with a grade of "C" or better.
ODD*111	Ophthalmic Materials II	**4**	P: ODD*110 with a grade of "C" or better.

Program Requirements (46 credits)			
CourseNumber	**CourseName**	**# of Credits**	**Pre-req./Co-req. Course#**
ODD*120	Contact Lenses I	**3**	P: ENG 101, MAT 137, and BIO*118 with a grade of "C" or better.
ODD*121	Contact Lenses II	**4**	P: ODD*120 with a grade of "C" or better.
ODD*122	Contact Lenses III	**4**	P: ODD*121 with a grade of "C" or better.
ODD*130	Low Vision	**1**	None
ODD*104	Ophthalmic Dispensing III	**3**	P: ODD*103 with a grade of "C" or better.
ODD*112	Ophthalmic Materials III	**4**	P: ODD*111 with a grade of "C" or better.
ODD*299	Opticianry Practicum	**2**	None
		46	
	Program Requirement Credits	**46**	
	General Education Core Credits	**22-23**	
	Program Total Credits	**68-69***	

Program Name: CSCU Pathway Transfer A.A. Degree: Sociology

Degree Type: Associates of Arts Degree

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

Program Learning Outcomes:

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

General Education Core Courses (30-34 credits)			
Competency		**Course Name**	**# of Credits**
1	**ENG 101**	ENG 101: Composition	**3**
2	**MAT 167** **MAT 201** **MAT 165**	MAT 167 Principles of Statistics or MAT 201 Statistics or MAT 165 Elementary Statistics with Computer Applications or	**3-4**
3	**Arts and Humanities**	A course vetted for Arts and Humanities (replaces Aesthetic Dimensions)	**3-4**
4	**Scientific Reasoning**	A course vetted for Scientific Reasoning*	**3-4**
5	**Social / Behavioral Science**	A course vetted for Social and Behavioral Science outcomes	**3**
6	**Written Communication II**	A ENG course vetted for Written Communication II outcomes	**3**
7	**Scientific Knowledge and Understanding**	A course vetted for Scientific Knowledge and Understanding outcomes*	**3-4**
8	**Historical Knowledge**	A HIS course vetted for Historical Knowledge outcomes	**3**
9	**Oral Communication**	A course vetted for Oral Communication	**3**
10	**CCS 101** **Continued Learning and Information Literacy**	CCS 101: College and Career Success	**3**
		General Education Core Credits	**30-34**

Program Requirements (30-34 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
	Additional General Education Elective I – Creativity A course vetted for Creativity outcomes	3 credits	
	Additional General Education Elective II – Global Knowledge A course vetted for Global Knowledge outcomes	3 credits	
SOC 101	SOC 101 Principles of Sociology	3 credits	
SOC Electives	Sociology Electives (6 credits must be at the 2## level)	9 credits	
	Open Electives	12 credits	
	Program Requirement Credits	**30**	
	General Education Core Credits	**30-34**	
	Program Total Credits	**60-64**	

Program Name: Speech-Language Pathology Assistant

Degree Type: Associate in Science

Program Description:
The Speech-Language Pathology Assistant (SLPA) program is designed to prepare graduates for careers working in elementary and secondary schools with children who have communication disorders. SLPAswork under the supervision of a licensed, certified Speech-Language Pathologist. The SLPA program provides students with a specialized career path as a paraprofessional.
The array of courses and programs offered will help to ensure learner success in the program and will meet localand state workforce demands in a field where there is a great need for qualified staff at the assistant level.

The program is designed for individuals currently working as paraprofessionals who wish to become Speech- Language Pathology Assistants, people seeking a career change, and all students interested in a career as an SLPA. The SLPA is guided by the program philosophy and mission statement of the Disability Specialist program. Students will receive specific skill instruction to prepare them to become effective SLPAs coupled with a positive value base that will prepare them to assist individuals with disabilities toward the goals of community inclusion and participation and the attainment of their potential.

Program Learning Outcomes:
Upon successful completion of all Speech-Language Pathology Assistant program degree requirements, graduates will

- Describe the process of communication and the characteristics of effective communication.
- Define the differences between communication disorders and communication differences.
- Describe the stages of language and literacy development and distinguish among language delays,language disorders and culturally-based language differences.
- Explain and differentiate among the characteristics, etiologies, and impact of phonology, voice, fluency and language disorders.
- Explain the effect of hearing loss on the development of communication skills.
- Describe the role of the speech language pathology assistant in supporting therapy plans for students in educational settings.

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

Program Descriptors:
The SLPA program is a career program and the academic preparation is at the associate degree level. In addition toGeneral Education and other required courses, SLPA program students will complete specialty courses including a supervised internship. Students may enroll in this program full- or part-time.

The course sequence will be followed as outlined in program requirements.

General Education Core Courses (21-25 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	Math 100 or higher	Mathematics 100 or higher	**3**
3	Arts and Humanities	Any course vetted in Arts and Humanities	**3**
4	Scientific Reasoning or Scientific Knowledge & Understanding	Any course vetted in Scientific Reasoning or Scientific Knowledge & Understanding	**3 or4**

General Education Core Courses (21-25 credits)			
Course Number or Category		**Course Name**	**# of Credits**
5	Social/Behavioral Science	Any course vetted in Social/Behavioral Science	**3**
6	Oral or Written Communication II	Any course vetted in Oral or Written Communication II	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**21-22**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
SLP*111	Communication Development	**3**	Eligibility forENG 093 or concurrent registration in ENG 096
SLP*112	Speech and Language Services in the Educational Setting	**3**	SLP* 111 or concurrently taking SLP*111
SLP*120	Communication Disorders and Intervention I	**3**	SLP*111
SLP*121	Communication Disorders and Intervention II	**3**	SLP*111
PSY*163	Children with Disabilities	**3**	P: Eligibility ENG 101; P or C: PSY 111
PSY*183	Learning Process and Disabilities	**3**	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	**3**	None/none
PSY*193	Issues/Trends in Disabilities	**3**	Eligibility for ENG 093 or concurrent registration in ENG 096
SSC*294	Cooperative Education/Work Experience	**3**	TBD
POL*111 or POL*112	American Government or State and Local Government	**3**	TBD
ECE*231	Early Language and Literacy Development	**3**	TBD
PSY*111	General Psychology I	**3**	TBD
Open Elective	Open Elective	**3**	TBD
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-61**	

Program Name: Sport and Leisure Management

Degree Type: Associate of Science

Program Description:
The Sport and Leisure Management program is designed to provide knowledge in the areas of recreational management, fitness and training, facility design and management, business, marketing, and risk management.Students receiving an Associate's of Science degree in Sport and Leisure Management could pursue entry level careers in recreation and athletic facilities, commercial sport facilities, camps, golf courses and the travel and leisure industry.

Program Learning Outcomes:

1. Demonstrate an understanding of management issues and trends in the sport and exercise field.
2. Understand the connection between various management functions and coordination of agency resourcesand programs.
3. Demonstrate knowledge of the concept of activities of daily living and its importance in the overall healthof the individual.
4. Analyze the developmental characteristics for each stage of life that are the most relevant to the designand delivery of leisure and recreation service.
5. Identify key aspects of facility design, maintenance, equipment maintenance and cleaning, and staffing.
6. Develop and evaluate various strategies for program design and effective scheduling of facilities.
7. Identify common areas of potential litigation in the athletic/recreational facility.
8. Demonstrate knowledge in event management.

Program Descriptors:
Career Opportunities include:
Recreation Departments
Athletic Departments
Travel and Leisure agencies
Outdoor Activity Centers
Sport facilities
Fitness Centers
Golf Courses
Sport Retail

Articulations Post UniversitySCSU (pending)

General Education Core Courses (22-23 credits)			
Course Number orCategory		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT 123	Math: Elementary Statistics	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	BIO 115	Scientific Reasoning/Scientific Knowledge and Understanding: Human Biology	**4**
5	PSY 111	Social/Behavioral Science: General Psychology	**3**
6	COM 173	Oral Communication: Public Speaking	**3**

General Education Core Courses (22-23 credits)			
Course Number orCategory		Course Name	# of Credits
7	CCS101	Career and College Success	3
		General Education Core Credits	**22-23**

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Educationcourses at one or more of the community colleges. These are subject to change as the CT State General Educationcore is populated.

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
SLM 101 previously RLS 101	Introduction to Recreation and Leisure Studies	3	None
SLM 110 previously RLS 110	Introduction to Sports Management	3	ENG 101
SLM 128 previously HPE 128	Lifetime Fitness	3	None
SLM 202 Previously RLS 202	Event Management	3	SLM 110
SLM 218 previously RLS 218	Organization and Administration of Sport and Leisure	3	SLM 110
SLM 235 previously HPE 235	Prevention & Treatment of Athletic Injuries	3	None
SLM 294 previously RLS 294	Sport and Leisure Practicum	2	SLM 110 or permission of program coordinator
ACC 113	Principles of Financial Accounting	3	TBD
BBG 231	Business Law	3	TBD
BMG 202	Principles of Management	3	TBD
BMK 210	Principles of Marketing	3	TBD
ECN 101	Principles of Macroeconomics	3	TBD
HLT 155	Personal Health	3	TBD
	Program Requirement Credits	**38**	
	General Education Core Credits	**22-23**	
	Program Total Credits	**60-61**	

Program Name: Visual Art

Options are:

1. **Visual Art**
2. **Visual Art: Photography Option**
3. **Visual Art: Illustration Option**
4. **Visual Art: Design Option**

Degree Type: A.A.

Program Description:
The Visual Art Program is designed to expand the student's creative potential through a series of studio courses and academic electives. Students explore a range of media, solve visual problems, build formal, technical, and conceptual skills. The program prepares students for transfer to four-year programs in art. Additionally, the Photography Option prepares students for entry level positions in photography.

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

- Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation.
- Combine an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- Communicate and critique art and concepts using specific art vocabulary.
- Apply a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.
- Analyze and evaluate the historical and cultural context of selected works of art.
- Develop an understanding of the principles and elements of two- and three-dimensional design and their applications to various studio disciplines.

Program Options:

Photography Option Description:
The Photography Option, Visual Art associate degree program provides students with a series of courses that introduces fundamental photographic concepts and techniques and the necessary skills to transfer to the institution of their choice or succeed in an entry-level photography position.

Learning Outcomes:

- Demonstrate an understanding of terminology, concepts and techniques relating to photography.
- Demonstrate the ability to use a camera's creative controls to manifest intent.
- Demonstrate proficiency at traditional silver darkroom techniques including 35mm and medium format film processing and printing.
- Demonstrate proficiency at digital image capture, editing and output.
- Be able to use a variety of situation-specific natural and studio lighting techniques.
- Identify vocational and creative applications of the medium and an understanding of its cultural, historical and contemporary context.
- Be able to articulate and explain the decisions made as part of the image production process.
- Develop a quality photography portfolio.

Illustration Option Description:
This program prepares students with a foundation of courses in art and provides them with an opportunity to pursue a career as an illustrator or in a related field that includes animation, cartooning, and fine arts.

Learning Outcomes:

- Become competent in a variety of artistic and digital media.
- Develop the ability to identify, analyze, and solve design problems.
- Obtain an understanding of the aesthetics of illustration and of the history and current state of design.
- Become proficient in the selection and use of relevant technologies and computer software in illustration.
- Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
- Design and develop an illustration from sketch to mockup to finished process.
- Become proficient in presenting work as well as discussing and constructively critiquing the work of others.

Design Option Description:

This program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options.

Learning Outcomes:

- Demonstrate proficiency in the skills that are required in today's graphic design industry.
- Attain an expanded awareness and a critical understanding of graphic design products.
- Demonstrate proficiency with graphic design and digital media software that are industry standards.

Degree Requirements			
General Education Core (7 courses) (BOR Approved 5/14/2020)			
General Education Core Courses (21-23 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	**3**
2		Math 100 or higher, college level Math preferred	**3-4**
3		Choose one from: Arts and Humanities	**3**
4		Choose one from: Scientific Reasoning or Scientific Knowledge and Understanding	**3-4**
5		Choose one from: Social / Behavioral Science or Historical Knowledge	**3**
6		Choose one from: Oral Communication or Written Communication II	**3**
7	CCS 101	CCS 101 College and Career Success	**3**
		General Education Core Credits	**21-23**

Total Program Requirements (39 credits) – PROGRAM REQUIREMENTS			
Total Program Core Required Courses (24 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course/Other #**
ART	Art History elective ART* 101 Art History I ART* 102 Art History II	**3**	Eligibility for ENG* 101 or ENG* 101W
ART* 111	Drawing I	**3**	None
ART	Drawing or Printmaking Elective ART* 112 Drawing II ART* 113 Figure Drawing l ART* 167 Printmaking I	**3**	C or better in ART 111 Drawing 1 C or better in ART 111 Drawing 1 None
ART* 121	Two-Dimensional Design	**3**	None
ART* 122 or ART* 131	Three-Dimensional Design or Sculpture l ART* 122 Three-Dimensional Design ART* 131 Sculpture I	**3**	None
ART	Color Theory or Painting Elective. Select one: ART* 109 Color Theory ART* 151 Painting I	**3**	None
ART 141 or 250	ART* 141 Darkroom Photography or ART* 250 Digital Photography	**3**	None
ART	Art History Elective (Course list Incomplete at this time)	**3**	Eligibility for ENG* 101 or ENG* 101W
	Total Program Core	**24**	

Program Name: Visual Art			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
	Directed Studio Art Electives* (Choose two 6 contact hour courses)	**6**	Varies
	Directed Studio Art or Graphic Design or Digital Graphics Electives* (Choose two 6 contact hour courses)	**6**	Varies
	Open Elective	**3**	
		15	
	Total Program Requirement Credits	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits	**60-62**	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus.

Program Name: Visual Art: Photography Option			
Required Courses (15 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
ART* 141 or ART* 250	ART* 141 Darkroom Photography I or ART* 250 Digital Photography l	**3**	none
	Choose **three** photo/video electives from the following: ART* 142 Darkroom Photography II ART* 176 Digital Video Art I ART* 243 Studio Photography I ART* 257 Commercial Photography ART* 281 Digital Photography II ART* 298 Special Topics	**9**	Varies
Elective	ART, DGA or GRA elective (6 contact hour course)	**3**	
		15	
	Total Program Requirement Credits for Photography Option	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits for Photography Option	**60-62**	

Program Name: Visual Art: Illustration Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
GRA* 221	GRA* 221 Illustration I	**3**	
	Choose **two** electives from the following: ART* 113 Figure Drawing I ART* 122 3D Design ART* 151 Painting I or ART* 155 Watercolor 1 ART* 167 Printmaking l DGA* 111 Intro to Computer Graphics or GRA* 230 Digital Imaging GRA* 151 Graphic Design l	**6**	none
	Choose **one** elective from the following: ART* 220 Digital Painting and Drawing GRA* or DGA* 212 Computer Graphics II or GRA* 231 Digital Imaging II GRA* 222 Illustration II GRA* 236 Digital Illustration	**3**	Varies
	ART, DGA or GRA elective (6 contact hour course)	**3**	Varies
		15	

	Total Program Requirement Credits for Illustration Option	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits for Illustration Option	**60-62**	

Program Name: Visual Art: Design Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
GRA* 151	GRA* 151 Graphic Design l	**3**	none
	Choose **two** electives from the following: ART* 122 3D Design ART* 176 Digital Video Art l ART* 250 Digital Photography l DGA* 111 Intro. to Computer Graphics or GRA* 230 Digital Imaging GRA* 221 Illustration I	**6**	Varies
	Choose **one** elective from the following: ART* 220 Digital Painting and Drawing GRA*201 Typography and Design DGA* 212 Advanced Computer Graphics or GRA*231 Digital Imaging II GRA* 252 Graphic Design II or GRA*241 Digital Page Design GRA* 260 Web Design	**3**	Varies
	Open Elective	**3**	
		15	
	Total Program Requirement Credits for Design Option	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits for Design Option	**60-62**	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Center

December 16, 2021

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSCU Centers and Institutes, and

WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and

WHEREAS Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it

RESOLVED: That the Board of Regents for Higher Education establishes the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

A True Copy:

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

ITEM

Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University

BACKGROUND

In the wake of school shootings and other crisis events, schools across the nation are working to improve procedures for preparation and response to school crisis situations. To better prepare schools for crises, Western Connecticut State University professor Gabriel Lomas met with the members of the Western Connecticut Superintendent's Association (WCSA) in February of 2012, and again in February of 2014 after the shootings at Sandy Hook Elementary. In February of 2014, the superintendents agreed they would support the formation of a crisis response network among the various districts represented in the WCSA. In March of 2014, Dr. Lomas met with all of the directors of pupil services from the membership of the WCSA. In May of 2014, the Western Connecticut Regional Crisis Team (RCT) was born and held their first meeting at Western Connecticut State University. While this model has been successful on a small scale, there is desire to develop an infrastructure that provides training, service, research, and active crisis teams across the state. The development of the Connecticut School Safety and Crisis Preparation Center is a step toward the establishment of a statewide infrastructure for school safety.

There is a great deal of support for the activities of the proposed Center in current legislation. Laws in Connecticut are aimed at reducing school violence, developing school- based mental health services, preventing crises, and improving responses to crisis events.

GOALS AND OBJECTIVES

In alignment with the mission of Western Connecticut State University, the Connecticut Center for School Safety and Crisis Preparation offers students and alumni the opportunity to grow as professionals and leaders in the field of education. The expertise supported by this center will enrich learning on campus and after graduation and strengthen partnerships and collaboration in schools throughout the state of Connecticut. In addition, WCSU's proximity to and relationship with Sandy Hook make this area of scholarship and professional development especially important for WCSU.

There are six goals of the Center:

1. The Center and staff in the field will provide professional development related to all aspects of school safety planning, including both prevention and intervention.
2. The Center and staff in the field will conduct research on prevention, crisis, safety, and trauma related to students and schools.
3. The Center will establish relationships among area school districts that will create a network of professionals who become available to each other for both formal and informal crisis support (also known as Regional Crisis Teams).

4. The Center will provide consultation and on-site support to member districts upon the occurrence of a crisis event within or related to a school, at the request of the district.
5. The Center will have the expertise to review school safety plans and provide feedback to strengthen said plans.
6. The Center will produce scholarship consistent with its mission.

FACULTY AND STAFF INVOLVEMENT

Until recently, counseling Professor Gabriel Lomas reported to the department chair of ED and EPY. Professor Lomas initiated this project and secured approval from the state legislature. He has now accepted a position elsewhere, but will serve as a consultant on this project for 2021-2022 as we transition to a new faculty liaison and hire the Executive Director. Dr. Joan Palladino will oversee the transition to ensure that positions are filled and all funds are expended as planned. All staff hired by the Center will report to the Executive Director.

BUDGET

WCSU has been appropriated $2M by the state of CT for two years, 2021 to 2023. The purpose of the Center is to develop a state infrastructure for school safety. In the first two years, WCSU will hire an executive director (ED) to run the center. The ED will hire a university assistant at 19 hours per week and a safety specialist who will begin in September 2021. Because the state approves budgets every other year, the table below only has funding identified for two years. It is the responsibility of the ED and faculty sponsor to seek out and obtain funding beyond the second year of operations.

PROJECTED BUDGET
(whole dollars only)

BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4
REVENUE				
1. Gift/Grant				
2. Gift/Grant				
3. Institutional Funds				
4. Institutional Funds				
5. Operational Funds				
6. Operational Funds				
7. Other (State of CT)	1,000,000	1,000,000	TBA	TBA
8. Other Revenue				
9. Other Revenue				
TOTAL REVENUE	1,000,000	1,000,000		

EXPENDITURES				
1. Personnel	439,667	524,000		
2. Fringe Benefits	386,393	455,840		
3. Travel	5,000	5,000		
4. Equipment & Supplies	9,100	10,000		
5. Contractual				
6. Other (specify) Professional Development and Consultation	50,000	75,000		
7. Other (specify)				
8. Other (specify)				
9. Total Direct Costs	890,163	1,069,840		
10. Indirect Costs (2.0%)	20,000	20,000		
TOTAL EXPENDITURES	910,160	1,089,840		
REVENUE minus EXPENDITURES	89,840	0		
OPERATIONAL BALANCE	89,840	0		

RECOMMENDATION

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

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

INTRODUCTION

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

PROPOSED NEW PROGRAM

CSCU Institution: **Western Connecticut State University**
Title of Proposed Center or Institute: **Connecticut Center for School Safety and Crisis Preparation**
Primary Focus: **School Mental Health and Safety**
Institutional Unit(s): **Education and Educational Psychology**
Initiator(s)/Faculty Status and/or Position: **Gabriel I. Lomas, Ph.D., Professor of Counseling**
Dr. Lomas initiated this project and secured approval from the state legislature. He has now accepted a position elsewhere but will serve as a consultant on this project for 2021-2022 as we transition to a new faculty liaison and hire the Executive Director. Dr. Joan Palladino will oversee the transition to ensure that positions are filled and all funds are expended as planned.

NEED

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

In the wake of school shootings and other crisis events, schools across the nation are working to improve procedures for preparation and response to school crisis situations. Numerous laws, mandates, and recommendations were enacted to improve safety in Connecticut public schools. School leaders have worked tirelessly to examine budgets and determine priorities regarding student safety. However, many resources in our state continue to exist in silos, as they have for many years. Furthermore, some key recommendations have not been realized, resulting in gaps, inconsistency, and a splintering of our school safety infrastructure.

To better prepare schools for crises, Western Connecticut State University professor Gabriel Lomas met with the members of the Western Connecticut Superintendent's Association (WCSA) in February of 2012, and again in February of 2014 after the shootings at Sandy Hook Elementary. In February of 2014, the superintendents agreed they would support the formation of a crisis response network among the various districts represented in the WCSA. In March of 2014, Dr. Lomas met with all of the directors of pupil services from the membership of the WCSA. In May of 2014, the Western Connecticut Regional Crisis Team (RCT) was born and held their first meeting at Western Connecticut State University.

In an attempt to provide a common training model for all members, Lomas contacted the National Organization for Victim's Assistance (NOVA). The NOVA training is a 24-hour (three

days, eight hours each day) model which is focused on responding to crises in general, including disasters, manmade and natural, as well as other crisis situations. The cost of the training was significant but was funded when an anonymous donor came forward to support the training. The donation, combined with in-kind donations from WCSU, allowed for 54 individuals, mostly from area schools, to obtain the 24-hour basic NOVA Crisis Response Team training. In the summer of 2014, a small group of RCT members met and planned for nine meetings, one per month, for the 2014-2015 school year. The monthly meetings fulfill several functions including:

1. Professional development on current crisis topics;
2. On-boarding and vetting of members on the team;
3. Providing a mechanism for an active crisis response to schools in the region;
4. Providing a forum for processing and postvention after a crisis event; and
5. Providing an arena where protocols, both written and oral, are shared.

Since the inception of the team, accolades have abounded from team members, local school personnel, and local superintendents. The team has used a volunteer framework meaning those serve and those who provide professional development are unpaid. In order to keep the team running, regular trainings must be offered, more school helpers should be trained, and data should be collected. While this framework been effective, funding would help to formalize training and recruit key trainers from the field. Furthermore, the team model currently used by the RCT, widely used in many states and legally mandated in others, is an excellent model for use across Connecticut. While this model has been successful on a small scale, there is desire to develop an infrastructure that provides training, service, research, and active crisis teams across the state. The development of the Connecticut School Safety Center is a step toward the establishment of a statewide infrastructure for school safety.

Supporting Evidence

SUPPORTING CONNECTICUT STATUTES

There is a great deal of support for the activities of the proposed Center in current legislation. Laws in Connecticut are aimed at reducing school violence, developing school-based mental health services, preventing crises, and improving responses to crisis events. Here is a brief overview of supporting legislation:

PA 13-3

This law requires LEAs to provide training in school violence prevention, conflict resolution, suicide prevention, suicide response, and the identification, prevention, and improved response to bullying. The law requires LEAs to (A) demonstrate that it has developed and periodically practices an emergency plan at the schools under its jurisdiction and that such plan has been developed in concert with applicable state or local first-responders, and (B) provide for a uniform assessment of the schools under its jurisdiction. The goals and activities of the Center are consistent with this legislation.

In addition, the law requires LEAs to follow “a command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization, (3) a requirement that a school security and safety committee be established at each school, in accordance with the provisions of section 87 of this act, (4) crisis management procedures….” These are activities

that are currently being provided by the RCT and could be offered to a greater extent via the Center.

PA13-178

This law has several requirements and recommendations that are germane to school safety, and applicable to the proposed institute, including:

- Develop and implement a plan to expand school-based behavioral health services.
- Develop and implement a behavioral health professional development curriculum for school personnel.
- Require formal collaborations between schools and the community.
- Local law enforcement agencies and local and regional boards of education that employ or engage school resource officers shall, provided federal funds are available, train school resource officers in nationally-recognized best practices to prevent students with mental health issues from being victimized or disproportionately referred to the juvenile justice system as a result of their mental health issues.

FEDERAL LAW:

PL- 114-95 (Every Student Succeeds Act or ESSA) Requires:
- State assistance to LEAs to address bullying, harassment, and discipline
- Reporting of safety, climate, and harassment data
- Authorizes funds that may be used to support school safety, improve crisis planning, and enhance crisis response

SUPPORTING RESEARCH

There are several published papers that support the work of the proposed Institute. The Center would work directly with LEAs to provide guidance and direction on school crisis and safety topics. Some recommendations for leading practices include:

1. The 2002 Joint Secret Service and Department of Education Report on School Shootings recommends preparing and training for crises and attacks, including performing threat assessment (page 41).

2. The 2013 Guide for Developing High-Quality School Emergency Operations Plans (US DOE, HHS, Homeland Security, DOJ, FBI, and FEMA) recommends:

    - Planning for emergencies “supported by leadership” (P. 4)
    - Forming a “Collaborative Planning Team” (P. 5)
    - “Form a Common Framework” (p. 6)
    - “Determine a Regular Schedule of Meetings” (p. 6)
    - “Develop a plan:” (p. 19)
    - “Exercise the Plan” (p. 21)
    - “Review, Revise, and Maintain the Plan” (p. 22)
    - “Prepare Threat Assessment Teams” (p. 62)

3. The November 21, 2014 Sandy Hook Report by the Office of the Child Advocate indicates that lapses and weaknesses in the educational and healthcare system played a role in the deterioration of the perpetrator (page 8). It continues, “The goal

of interconnection among separate systems within the mental health arena can only be achieved through the integration of schools and their active participation concerning the mental health and wellness of their students. The Center aims to connect school employees with each other and connect providers with school employees. The Center directly facilitates the collaboration of schools and mental health resources in the community.

4. The March 6, 2015 Final Report of the Sandy Hook Advisory Commission contained several recommendations that are related to crises preparation and response. Some of those recommendations are:

    a. Recommendation 9: Each school shall maintain an accurate list of faculty, staff and students, complete with emergency contact information, which shall include, but not be limited to, parents and guardians of students. This information shall be kept at two locations within each school known by appropriate school staff and the emergency response teams for that school. (page 37)

    b. Recommendation 10: Each school shall provide safety and security training for faculty, staff and students on how to respond to hazards and/or events in order to provide competent compliance with all hazards school security and safety plan standards. This training shall include live exercises to test the efficacy of the training program and to provide a means to develop that program as informed by these exercises. These training programs and exercises shall also include the identification and use of rendezvous points, escape routes, location of safe havens, the means of emergency communication and the role of faculty, staff, emergency responders, etc. These training and exercise programs may benefit from the participation of parents as part of post-event response and recovery operations as determined by each school and school district in accordance with their incident response plans. (pages 37-38)

    c. Recommendation 11: The Commission recommends that each school identify specific individuals to serve as safety and security wardens, who shall be responsible for executing and managing the safety and security strategies set forth in Recommendation No. 10.

    d. Recommendation 11: (page A-13: Mental Health) Schools should form multidisciplinary risk-assessment teams that gather information on and respond supportively to children who may pose a risk to others or face a risk to themselves due to toxic stress, trauma, social isolation or other factors.

    e. Recommendation 42: (Section F, page A-21) Connecticut should develop a comprehensive statewide plan for effectively responding to large-scale school crisis events that includes educational and behavioral health agencies. The plan should specify short- and longer-term interventions for different populations and identify funding mechanisms that will minimize discontinuity of services. It should clarify a range of roles and responsibilities for state and local entities and designate lead agencies for key functions.

    f. Recommendation 43: (Section F, pages A-21-A22) Connecticut and its municipalities should incorporate an enhanced focus on the mental health

implications of disasters and other crisis events into all disaster preparedness and response protocols, and implement measures to address the behavioral health needs of children as well as adults.

5. A Framework for Safe and Successful Schools (2015) - Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans:

    a. are relevant to the school context,
    b. reinforce learning,
    c. make maximum use of existing staff resources,
    d. facilitate effective threat assessment, and
    e. are consistently reviewed and practiced. (p. 1)

GOALS AND OBJECTIVES

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

MISSION

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.

To achieve this, we

- *Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
- *Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
- *Attract student-centered faculty who are passionate teachers and accomplished scholars.*
- *Establish partnerships that create opportunities for internships, research, and experiential learning.*

In alignment with this mission, the School Safety Center offers students and alumni to grow as professionals and leaders in the field of education. The expertise supported by this center will enrich learning on campus and after graduation and strengthen partnerships and collaboration in schools throughout the state of Connecticut. In addition, our proximity to and relationship with Sandy Hook, makes this area of scholarship and professional development especially important for WCSU.

GOALS

1. The Center and staff in the field will provide professional development related to all aspects of school safety planning, including both prevention and intervention.

2. The Center and staff in the field will conduct research on prevention, crisis, safety, and trauma related to students and schools.
3. The Center will establish relationships among area school districts that will create a network of professionals who become available to each other for both formal and informal crisis support (also known as Regional Crisis Teams).
4. The Center will provide consultation and on-site support to member districts upon the occurrence of a crisis event within or related to a school, at the request of the district.
5. The Center will have the expertise to review of school safety plans and provide feedback to strengthen said plans.
6. The Center will produce scholarship consistent with its mission.

ACTIVITIES

To accomplish the goals, the Center staff would perform these activities:

1. Scholarship: Faculty assigned to the Center will engage in scholarship to address school safety, threat, and violence reduction. Scholarship shall include resiliency, trauma, prevention, intervention, and postvention.
2. Sustainability – Faculty of the Center will actively seek out external funding to support the work of the Center.
3. Regional Crisis Teams: The Center will assume leadership for regional crisis teams. The leadership will collaborate with team members to
    a. Plan a series of nine professional development meetings, all related to school crises and safety.
    b. Prepare teams for deployment to schools after a crisis event.
    c. Process crisis responses for any crisis event that occurs among our membership.
4. Connecticut School Crisis Resource for the state and region: The Center will serve the state as a central resource by collecting and sharing information on school crisis prevention, preparation and response. These activities shall include:
    a. Providing advice and guidance for Local Education Agencies (LEAs) in the state of Connecticut on the development and maintenance of crisis teams in districts and in regions,
    b. Collaborating with state government agencies and LEAs to develop and share exemplary protocols for crisis prevention, intervention, response and other protocols consistent with the mission of the Center,
    c. Reviewing school safety and crisis plans of any Connecticut public schools that request a review,
    d. Providing consultation on the assessment of threats to school and student safety,
    e. Preparing an annual report on the number of crisis situations that required deployment, and the nature of the crisis and the response, to the university and other interested parties,
    f. Organizing and conducting an annual conference, designed to train attendees on current trends in school safety and crisis response.
    g. Organize and host other professional development events designed to train attendees on current trends in school safety and crisis response.

ADMINISTRATION, FACULTY AND STAFF

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

Currently, counseling Professor Gabriel Lomas reports to the department chair of ED and EPY. The chair reports to the dean of the School of Professional Studies. The Dean reports to the Provost, who reports to the President. The Executive Director of the Center will report to Dr. Lomas.. All staff hired by the Center will report to the Executive Director.

BUDGET AND SUSTAINABILITY

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

We have been appropriated $2M by the state of CT for two years, 2021 to 2023. The purpose of the Center is to develop a state infrastructure for school safety. In the first two years, we will hire an executive director (ED) to run the center. The ED will hire a university assistant at 19 hours per week and a safety specialist who will begin in September 2021. In the first year, the ED and safety specialist will engage in these activities:

- Research – Collaborate both with faculty, state agencies, and schools to conduct safety research to better understand the safety needs of Connecticut schools
- Outreach – Work with local schools to create safety protocols, run the western crisis team, and help develop and manage crisis teams in other parts of the state, to the greatest extent possible. There will also be additional duties including but not limited to attending district safety meetings, providing threat assessments, and providing environmental safety evaluations.
- Professional Development & Training – Develop a menu of low cost or free professional development on school safety and prevention
- External Funding– Identify and seek out external funding to sustain and grow the center. These include but are not limited to seeking grants and seeking funding from government sources.

Because the state approves budgets every other year, the table below only has funding identifies for two years. It is the responsibility of the ED and faculty sponsor to seek out and obtain funding beyond the second year of operations.

EVALUATION PLAN
Directions: *Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.* The ED and faculty sponsor will prepare a detailed annual report: 1. Addressing progress on Center goals and objectives 2. Reflecting on program improvement. 3. Including feedback from attendees at events, including but not limited to attendees at crisis team meetings and professional development events. 4. A budget overview for the year. Addressing the goals and objectives of the Center can be measured by reviewing the activities of the staff, ensuring their activities are consistent with the mission and vision. The ED will create an evaluation form both for constituent schools collaborating with the Center and for use at professional development events. These feedback forms will allow the ED to review progress from the viewpoint of stakeholders and make changes at both formative and summative benchmarks.

Projected Budget
(whole dollars only)

BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4
REVENUE				
1. Gift/Grant				
2. Gift/Grant				
3. Institutional Funds				
4. Institutional Funds				
5. Operational Funds				
6. Operational Funds				
7. Other (State of CT)	1,000,000	1,000,000	TBA	TBA
8. Other Revenue				
9. Other Revenue				
TOTAL REVENUE	1,000,000	1,000,000		
EXPENDITURES				
1. Personnel	439,667	524,000		
2. Fringe Benefits	386,393	455,840		
3. Travel	5,000	5,000		
4. Equipment & Supplies	9,100	10,000		
5. Contractual				
6. Other (specify) Professional Development and Consultation	50,000	75,000		
7. Other (specify)				
8. Other (specify)				
9. Total Direct Costs	890,163	1,069,840		
10. Indirect Costs (2.0%)	20,000	20,000		
TOTAL EXPENDITURES	910,160	1,089,840		
REVENUE minus EXPENDITURES	89,840	0		
OPERATIONAL BALANCE	89,840	0		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Colleges and Universities Nexus Degree

December 16, 2021

WHEREAS, a major goal of the Connecticut State Colleges and Universities is "Student Success – graduate more students with the knowledge and skills to achieve their life and career goal;" and

WHEREAS, another major goal is "Innovation and Economic Growth – create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world;" and

WHEREAS, the proposed nexus degree is designed as a 60 credit degree that provides students with the skills and knowledge of 36 credits of broad general education as well as 18 credit hours of coursework focused on the skills and knowledge requirements of a major industry; and

WHEREAS, the 18 credit hours will include 6 credit hours of experiential learning and at least 12 credit hours of upper division (300 and -400 level) course work; now therefore be it

RESOLVED, that the Board of Regents for Higher Education hereby approves the creation of a nexus degree; and further be it

RESOLVED, that the Board of Regents charges the institutions of Connecticut State College and Universities to develop nexus degrees in consultation with work force partners.

A True Copy:

_____

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

ITEM

Approval of Connecticut State Colleges and Universities nexus degree

BACKGROUND

In 2017, the University of Georgia System gained approval to offer a new kind of degree, the nexus degree. According to their website,

> The nexus degree is intended to be highly specialized within a high-demand career sector. Employers will be fully engaged in the design and delivery of the nexus degree. Course requirements include:
>
> - 42 credit-hours of general education core
> - 18 credit-hours of coursework focusing on the skills and knowledge requirements of a major industry or field
> - Minimum of 12 credit-hours of upper-division courses
> - Must include a substantive experiential learning component
> - At least six- credit hours in an apprenticeship or clinical model such as those used for preparation in the healthcare professions.
> - The experiential learning opportunity will be in a real or simulated environment. All placements will be supervised by a person employed at the company and by a faculty or staff member at the institution.
> - Students will be assessed based on their performance and the projects they complete.

This proposal for the Connecticut State Colleges and Universities follows the model of the University of Georgia system. The degree meets the Governor's Work Force Council's goal of providing industry aligned credentials.

Institutions that seek to offer this degree will follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. Community colleges that choose to offer the nexus degree that includes courses at the baccalaureate level (300 and 400) would be required to submit a substantive change (see correspondence with NECHE). The nexus degree meets the Commission's expectations for an associate degree.

The nexus degree provides an opportunity to respond to workforce needs and to Governor Ned Lamont's High Demand Career initiative. Graduates of the program would have an option of immediately contributing to Connecticut's economic development by entering the workforce or by choosing to receive industry-specific job placement assistance or by pursuing baccalaureate degrees. Students would be highly encouraged to work toward the completion of a bachelor's degree as soon as the nexus is complete.

RECOMMENDATION

That the Board of Regents approve the Connecticut State Community College nexus degree.

CSCU

Jane McBride Gates
Provost and Senior Vice President

October 27, 2021

Dr. Larry Schall
President
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Schall,

The Connecticut State Colleges and Universities (CSCU) System is developing a new category of credential called a *nexus degree*, to be offered by those of our 17 institutions who wish to pursue this new opportunity. A nexus degree would be a 60-credit hour degree, consisting of 36 credit hours of general education, conforming to our current, common transfer requirements, and 18 credit hours of coursework focusing on the skills and knowledge requirements of a major industry. The 18 credit hours outside of the core would follow a curriculum developed by discipline faculty in concert with industry experts that would contain at least 6 credit hours of experiential learning, and at least 12 credit hours of upper division coursework.

Institutions that seek to offer this degree will need to follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. As briefly discussed with Dr. O'Brien, this new degree may need to be treated as a substantive change.

I would be grateful if you could confirm that this new degree structure conforms to NECHE requirements.

Best Regards,

Jane Gates

Jane McBride Gates, Ph.D.
Provost and Senior Vice President for Academic and Student Affairs

C: Dr. Patricia O'Brien
Dr. Ken Klucznik

Memorandum

To: Dr. Merle Harris, Chair
Board of Regents Academic and Student Affairs Committee

From: Dr. Jane McBride Gates, Provost
CSCU Division of Academic and Student Affairs

Re: Nexus Degree Credential

Date: November 15, 2021

Cc: Dr. Ken Klucznik

The Connecticut State Colleges and Universities (CSCU) System seeks approval to offer a new category of credential called a *nexus degree,* to be offered by those of our 17 institutions who wish to pursue this new opportunity. A *nexus* degree would be a 60-credit hour degree, consisting of 36 credit hours of general education, conforming to our current, common transfer requirements, and 18 credit hours of coursework focusing on the skills and knowledge requirements of a major industry. The 18 credit hours outside of the core would follow a curriculum developed by discipline faculty in concert with industry experts that would contain at least 6 credit hours of experiential learning, and at least 12 credit hours of upper division coursework.

Institutions that seek to offer this degree will follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. Community colleges that choose to offer the *nexus* degree that include courses at the baccalaureate level (300 and 400) would be required to submit a substantive change (see correspondence with NECHE). The nexus degree meets the Commission's expectations for an associate degree.

The *nexus* degree provides an opportunity to respond to workforce needs and to Governor Ned Lamont's High Demand Career initiative. Graduates of the program would have an option of immediately contributing to Connecticut's economic development by entering the workforce or by choosing to receive industry-specific job placement assistance or by pursuing baccalaureate degrees. Students would be highly encouraged to work toward the completion of a bachelor's degree as soon as the nexus is complete.

Klucznik, Kenneth

From: Klucznik, Kenneth
Sent: Tuesday, November 23, 2021 7:21 AM
To: Klucznik, Kenneth
Subject: FW: Letter to NECHE from Provost Jane Gates

From: Patricia O'Brien, SND <pobrien@neche.org>
Sent: Monday, November 15, 2021 1:30 PM
To: Gates, Jane <JGates@commnet.edu>
Subject: Re: Letter to NECHE from Provost Jane Gates

CAUTION - This email originated from outside the CSCU system, which increases its risk. DO NOT click on links or open attachments unless you are expecting this email.

Dear Jane,
Thank you for sending this letter along and for your time on the phone today. As we discussed, if a community college wishes to offer a Nexus degree that includes courses at the baccalaureate level (300 or 400), that would be a substantive change that the Commission would need to review. Otherwise, the Nexus degree meets the Commission's expectations for an associate degree (60 credits, at least 20 in general education).

I hope this information is helpful. Please let me know if other questions arise.

Best wishes for success with this new initiative,
Pat

Patricia M. O'Brien SND

Senior Vice President

New England Commission of Higher Education

3 Burlington Woods #100
Burlington MA 01803
Tel: 781-425-7712
Fax: 781-425-1001
pobrien@neche.org

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College | Date of Submission to CSCU Office of the Provost: 10/4/21

Most Recent NECHE Institutional Accreditation Action and Date: 2021 Self Study in Progress

Original Program Characteristics

CIP Code No. 01.0699 Title of CIP Code Applied Horticulture/Horticultural Business Services, Other

Name of Program: Cannabis Studies

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

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

Date Program was Initiated: August 2019 OHE#: 019942

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 100

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 15-16

Credits in Program Core Courses: 15-16

Credits of Electives in the Field: 0

Credits of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 15-16

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15-16**

Modified Program Characteristics

Name of Program: Cannabis Studies

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

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

Program Initiation Date: August 2019

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 100

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 18

Other:

Modified Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: 18

Credits of Electives in the Field: 0

Credits of Free Electives: 0

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

Total # Cr in the Program *(sum of all #Cr above)*: 18

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **18**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification This change is being made following APRC recommendation to make the program more inclusive of social justice issues and alternative healthcare concepts and principles. To this end, the program will now require students to take HLT 121 Survey of Alternative Healthcare, which addresses key alternative healthcare concepts and principles and issues of social justice. In addition, issues of equity and social justice will be added to the syllabus for LGL Cannabis Law and Policy, one of the core courses in the program.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

Classroom space and instructor compensation. Any increase in cost resulting from this program will be more than offset by increases in tuition revenue.

Institutional Contact for this Proposal: O. Brian Kaufman **Title:** Professor of English **Tel.**: 860-932-4105 **e- mail:** OKaufman@qvcc.commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
HRT 113 Horticulture of Cannabis		None	3			
LGL 170 Cannabis Law & Policy		None	3			
BBG 101 Introduction to Business		None	3			
BES 218 Entrepreneurship		None	3			
Either: BMG 204 Managerial Comm. --or— COM 176 Bus. & Prof. Comm.		ENG 101 for BMG 204	3			
HLT Survey of Alternative Healthcare (new course)		None	3			
Core Course Prerequisites				**Elective Courses in the Field**		
ENG 101 for BMG 204 Managerial Communication. Students who do not have ENG 101 or its equivalent may take COM 176 instead.				None		
Total Other Credits Required to Issue Modified Credential						

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

Upon completion of the program, students will be able to:

1. Explain the process for producing cannabis products, including industry standard techniques for growing cannabis (e.g., seeding, cloning, pruning, and harvesting), post-harvest handling, and cannabinoid/THC extraction.
2. Describe the legal and political challenges confronting the cannabis industry, including cannabis farming and production, the banking industry, federal and state laws and policies, and issues of equity and justice.
3. Describe the economic resources required to successfully produce and market cannabis products, including land, labor, equipment, and capital.
4. Explain the role of cannabis in the field of health and wellness, including the benefits and limitations of of cannabis products, issues of equitable access, and ethical marketing and distribution practices.

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

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

Institution: Eastern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Cognitive Neuroscience Type of Offering *(e.g. Grad Certificate)* **Concentration** Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion *(if applicable)* : Spring 2022 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 42 # Credits in Program Core Courses: 47 # Credits of Electives in Field: 0 # Credits of Electives: 32 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential 120
CIP Code No. 26.1501 Title of CIP Code Neuroscience	

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

Through required courses in cognitive science, cognitive psychology, cognitive neuroscience, and elective courses in physiological psychology, sensation and perception, and human neuropsychology, this concentration will help students acquire advanced knowledge of the cognitive and neural mechanisms that support human thought processes. This will enable them to pursue further education in graduate or medical school or gain employment in research labs or clinical settings. The learning objectives for the concentration are the same as those for the Psychology major. These include developing a knowledge base in psychology and requisite skills, values, theories, and principles, and well as critical experience in research methods, critical thinking, information and technological literacy, communication skills, and career development.

This concentration will be sought after by students because it would be the only concentration in Cognitive Neuroscience in the CSCU system. The only other programs that teach similar content to undergraduate students in the state of Connecticut are at the private institutions. Jobs are expected to grow in this field over the next ten years so having a pathway for students to attain these positions through CSCU would be value added to our system and our state.

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

This concentration requires the addition of only one course, which is planned to be offered in Fall semesters and thus can be taught by a single faculty member. The other courses are all currently being taught by existing faculty. The Department of Psychological Science has some laboratory space that permits small-group hands-on activities to help support instruction in this concentration and collaborations will be sought to provide students with additional experiences.

Institutional Contact for this Proposal: Lyndsey Lanagan-Leitzel	Title: Professor of Psychological Science	Tel.: 860-465-5065 e-mail: lanaganleitzell@easternct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Psychological Science Dept, Webb Hall room 122

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
- i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
- iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
- iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Psychology Major Core:				One Developmental Course:		3
PSY 101 Introduction to the Psychology Major	6		1	PSY 206 Psychology of Childhood	1	
PSY 227 Behavioral Science Statistics	2, 4		4	PSY 208 Psychology of Adolescence	1	
PSY 247 Research Methods I	2, 3, 4, 5	227 (C)	4	PSY 210 Psychology of Adulthood & Aging	1	
PSY 327 Research Methods II	2, 3, 4, 5	227 (C) 247 (C)	4	PSY 212 Lifespan Developmental Psychology	1	
PSY 390 Professional Development	6		1	PSY 314 Psychology of the Infant and Toddler	1	
PSY 419 History and Systems of Psychology	1	21 cr	3	One Individual Differences Course:		3
PSY 402 Current Research in Child Psychology OR PSY 409 Current Research in Psychology	2, 3	227 (C) 247 (C)	3	PSY 301 Abnormal Psychology	1	
Concentration Requirements:				PSY 302 Psychopathology of Childhood	1	
PSY 306 Cognitive Psychology	1		3	PSY 315 Psychology of Gender	1	
PSY 432 Cognitive Neuroscience*	1		3	PSY 320 Theories of Personality	1	
				Two Biological Bases of Behavior Courses:		6
				PSY 318 Sensation and Perception	1	
				PSY 418 Physiological Psychology	1	
				PSY 430 Human Neuropsychology	1	
				One Groups Course:		3
				PSY 202 Social Psychology	1	
				PSY 303 Industrial and Organizational Psychology	1	
				One Specialized Course:		3
				PSY 319 Human Sexuality	1	
				PSY 325 Health Psychology	1	
				PSY 330 Evolutionary Psychology	1	
				PSY 345 Family Psychology	1	
				PSY 410 Psychological Tests and Measurements	1	
				PSY 450 Clinical and Counseling Psychology	1	
				PSY 460 Seminar in Psychology	1	
				PSY 480 Independent Study	1, 2, 3	

				PSY 490 Teaching Assistantship	1, 6	
				PSY 490 Research Assistantship	1, 2	
				PSY 496 Psychology Internship: Group Supervision	1, 5, 6	
				PSY 497 Psychology Internship: Individualized	1, 5, 6	
				PSY 498 Research Field Experience	1, 4, 5, 6	
				One Elective Course		3
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1. Knowledge Base of Psychology: Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
3. Critical Thinking Skills in Psychology: Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes. (LO 4, 5, and 6 are *Information and Technological Literacy*, *Communication Skills*, and *Career Planning and Development* respectively.)

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

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

Institution: Charter Oak State College

Date of Submission to CSCU Office of the Provost: 10/29/2021

Characteristics of Below-Threshold Offering

Name of Offering: **Provider Credentialing Specialist**

Type of Offering *(e.g. Grad Certificate)* **Undergrad Certificate (C1)**

Anticipated Initiation Date: Fall 2022

Anticipated Date of First Completion : Summer 2023

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

If "Combined", % of fully online courses?

Locality of Program: On Campus Off Campus Both

Credit Distribution of the Offering

Credits in General Education: 0

Credits in Program Core Courses: 12

Credits of Electives in Field: 0

Credits of Electives: 0

Credits Special Requirements *(e.g. internship):* 0

Total # Credits the Institution Requires to Award the Credential: 12

CIP Code No. 51.0717 Title of CIP Code: Medical Staff Services Technology/Technician

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

- The certificate is designed for adult learners who already have an associate degree (or are pursuing an associate degree concurrently with the certificate)* and are looking for a specialized certificate to increase their opportunities for employment.
- *An associate degree is a requirement to sit for the industry exam. Students will be informed about this requirement upon entering the program and will enroll concurrently in the General Studies associate degree program if they do not already have an associate degree.
- The certificate can be completed 100% online using faculty who are experts in the field.
- The certificate can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration
- Provider Credentialing is an area of healthcare that is related to Health Care Administration which is a current program at Charter Oak. A provider credentialing specialist's role is to verify that professional training, certifications, and licensing of healthcare professionals in their organization is up to date as well as in compliance with state and federal regulations. Provider credentialing specialists are employed by healthcare organizations such as hospitals, group practices, ambulatory care service providers, and credentialing agencies.

  This career area is too specific to have its own U.S. Bureau of Labor Statistics code, nor can it be found in the Occupational Outlook Handbook. When doing a search for "credentialing specialist" it brings you to healthcare support workers, all others. However, job postings can be easily found on employment sites such as Indeed.

  An Indeed search specifying Connecticut and using the key word of "credentialing" resulted in the following job postings on August 31, 2021:

Medical Staff Credentialing Specialist	Hartford Healthcare Corporation

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

Credentialing Specialist	Change Healthcare
Medical Staff Coordinator - Credentialing	Trinity Health of New England
Provider Enrollment Specialist	Integrated Physicians Management Services
Credentialing Specialist	Yale New Haven Health
Sr. Medical Staff Coordinator	Connecticut Children's Medical Center
Credentialing Team Lead	Trinity Health of New England

- The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Sciences and Technology Department: expert faculty, established curriculum, and strong degree programs. Programs that the certificate students may want to take advantage of after the completion of their certificate are available.
- The program will be marketed to hospitals and other healthcare organizations in minority communities. We will continue to explore other organizations that are related to specific population groups. To help students succeed, we have free online tutoring. Advisors will assist with issues the students may have and an offer community resources for specific populations.
- This certificate will be added to the existing transfer agreements that the college has with the Connecticut Colleges.
- There are no similar programs at other CSCU institutions or any other college in CT.

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

Cost to develop 2 new courses: $6,000.00. Tuition will cover the cost of the development, usually break even comes the second time the course is offered. The program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

Institutional Contact for this Proposal: Cindy Edgerton	Title: Program, Director, HIM and HCA	Tel.: 218-382-0087 e-mail: cedgerton@charteroak.edu

Institution's Unit: Department of Health Sciences and Technology **Location**: Online

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
HCA 101 Health Care Systems and Administration	8		3			
HCA 401 Regulatory and Accrediting Requirements	5, 7		3			
HCA 2XX Provider Credentialing 1	1-8	HCA 401, HCA 101	3			
HCA 2XX Provider Credentialing 2	1-8	HCA 401, HCA 101	3			
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

This certificate program will be a total of 12 credits. There will be no perquisites for being accepted into the Provider Credentialing certificate program.

The credentialing courses will not require any special arrangements with external organizations.

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

1. Analyze an initial provider application along with supporting documentation for eligibility and completeness according to accreditation standards and federal regulations.
2. Analyze a provider reappointment or recredentialing application along with supporting documentation for eligibility and completeness according to accreditation standards and federal regulations.
3. Monitor and evaluate provider complaints, sanctions, and adverse information between credentialing cycles to maintain compliance with accreditation standards and federal regulations.

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

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

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 10.27.21
Characteristics of Below-Threshold Offering Name of Offering: Graduate Certificate in Computing Foundations Type of Offering *(e.g. Grad Certificate)* **Graduate Certificate** Anticipated Initiation Date: Spring 2022 Anticipated Date of First Completion *(if applicable)* : Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in Field: 0 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 110101 Title of CIP Code Computer and Information Sciences, General	

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

The Graduate Certificate in Computing Foundations is specifically tailored for students looking to advance their knowledge in the rapidly changing field of Computer Science, as well as for those planning to pursue future graduate study in the field of computing. The sequence and the course materials are carefully designed to address the needs of Connecticut teachers, and the students looking to purse future advanced graduate degrees in Computer or Data Science. Once completed, students can apply some of the certificate courses when enrolling in the following SCSU graduate programs: MS in Computer Science, MS in Data Science (in development), and 6th Year Certificate in CS Education.

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

The Certificate will utilize resources already available to the Computer Science department and so is considered budget neutral. The Certificate will be run and supported by faculty from the Computer Science department. In addition, the Certificate will make use of existing MS-CSC graduate course offerings.

Institutional Contact for this Proposal: Dr. Hrvoje Podnar	Title: Computer Science Dept Graduate Coordinator	Tel.: (203) 392-5815 e-mail: podnarh1@southernct.edu

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

[1] This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
- i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
- iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
- iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
1. CSC 500 - Computing and Programming Fundamentals Or CSC 501 - Programming for Data Science	1,2	A,B	3			
2. CSC 503* — Computer Systems and Networking	1,3	A,B	3			
3. and 4. Choose two from: CSC 501 — Programming for Data Science CSC 502* — Data Science Methods CSC 505 — Object Oriented Data Structures in Java CSC 540 — Database Systems CSC 543 — Web Programming	1,2,3	C	6			
Prerequisites						
A. Precalculus			3			
B. Introductory probability and statistics			3			
C. CSC 500 or CSC 501 (for categories 3. and 4.)			3			
				Total Other Credits Required to Issue Credential		

Other Details

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

1. Apply fundamental concepts of computing to a variety of real-world problems
2. Develop an intermediate level of programming skill in multiple programming languages
3. Analyze and understand features of a computing software and hardware systems

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

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

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 10.27.21
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BS-Chemistry: Environmental Chemistry M.S. Accelerated Pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : 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	**Credit Distribution of the Offering** # Credits in General Education: 48 # Credits in Program Core Courses: 44 # Credits of Electives in Field: 6 # Credits of Electives: 17 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential 120
CIP Code No. 400501 Title of CIP Code Chemistry, General	

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

Accelerated Pathway Programs have become increasingly popular as universities seek to attract high achieving student populations, retain and reward currently matriculated students, attend to the professional needs of career-oriented graduates, and provide more directed guidance through the student's academic pathway. The proposed B.S. in Chemistry (Concentration: Environmental Chemistry M.S. Accelerated Pathway) and the already approved Accelerated M.S. in Chemistry degree provide packaged bachelor's and master's degrees that will help students to maintain a steady pace towards graduation, allow the department to guide course selection in alignment with employer demands, and provide the added incentive of a slight cost savings by embedding 12 credits of graduate coursework in the undergraduate degree that count for both the undergraduate and graduate degree. Students graduating from this program will be ready to enter the workforce (in environmental, chemical, or industrial labs), graduate school (in chemistry or environmental related fields) and professional health programs (medical, dental, etc.). Connecticut has many chemical companies, utility companies, water treatment plants, and environmental labs, where many of our students eventually seek employment. This program will help train our students better for these jobs. We currently graduate about 3-4 students per year in our environmental concentration (non-accelerated program). We expect that once the proposed accelerated program is approved, 1-2 high achieving students per year will choose the accelerated program instead. We expect to also be able to recruit 2-3 students per year from other programs outside of SCSU into the proposed accelerated program.

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a) new degree options or certificate programs:
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  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

The department already has an approved Chemistry, B.S. - Concentration: M.S. Accelerated Pathway and a Chemistry, B.S. - Concentration: Biochemistry M.S. Accelerated Pathway that are both linked with an Accelerated M.S. in Chemistry degree. The proposed program will complement these previously approved accelerated programs and help serve students with an interest in our environmental chemistry concentration. The proposed Environmental Chemistry M.S. Accelerated Pathway concentration will be an interdisciplinary program that requires that students take 4 environmental related courses. The department previously received UCF approval to replace undergraduate courses with graduate coursework in the Chemistry, B.S. - Concentration: Accelerated M.S. pathway and the Chemistry, B.S. - Concentration: Biochemistry M.S. Accelerated Pathway. The department is confident that these substitutions do not have a negative impact on the integrity or academic rigor of the degree, align with the required learning objectives, and will support our internal advising models on student progression.

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

This concentration will make use of existing instructional capacity and will require no new resources.

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

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

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

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
CHE 120 – General Chemistry I	1, 2, 3b, 4	MAT 100P	4	Two additional CHE course at 500-level or above.	1	6
CHE 121 – General Chemistry II	1, 2, 3, 4	CHE 120	4	Select four courses from: BIO 202, 210, 334, 429, 430; ENV 200, 220, 350, 401, 491; ESC 205, 220, 303, 457, 458; MAR 140, 210, 250, 340, 460, 491; PCH 259, 441, 446	3, 4	12
CHE 240 – Analytical Chemistry	3	CHE 121	4			
CHE 260 – Organic Chemistry I	1, 2, 3, 4	CHE 121	4			
CHE 261 – Organic Chemistry II	1e, 2a, 2b, 3, 4	CHE 260	4			
CHE 370 – Physical Chemistry I	1, 3b, 3c	CHE 261, PHY 230, MAT 150	3			
CHE 435 - Inorganic Chemistry I	1, 3	CHE 261	3			
CHE 301 - Preparation of Scientific Documents	2	CHE 121	1			
CHE 445 - Chemical Hazards and Laboratory Safety	4	CHE 121, senior	1			
CHE 496 - Chemistry Seminar	2, 3	senior	1			
CHE 340 - Environmental Chemistry	1, 2a, 3, 4	CHE 121	3			
CHE 372 – Physical Chemistry Laboratory I	2a, 3, 4	CHE 370	1			
CHE 436 - Inorganic Chemistry Lab	1, 3	CHE 240, 301, 435	1			
CHE 440 - Instrumental Analysis	1, 2a, 3, 4	CHE 240, 260	4			
CHE 586 - Chemistry Research I	1, 2, 3, 4	BS Chemistry Accelerated Pathway seniors.	3			
CHE 587 - Chemistry Research II	1, 2, 3, 4	CHE 586, BS Chemistry Accelerated Pathway seniors.	3			

Prerequisites				
MAT 150 – Calculus I	4			
PHY 230 – Physics for Scientists and Engineers I	4			
		Total Other Credits Required to Issue Credential		

Other Details

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

1. Each student shall demonstrate the chemical knowledge base required for students graduating with an undergraduate degree that is consistent with the requirements of the accrediting organization, the American Chemical Society.
1 a.) Each student will be able to visualize, identify, and describe the composition of the atom and various types of matter
1 b.) Each student will be able to describe the relationship between the microscopic, macroscopic, and symbolic representations of matter and its changes.
1 c.) Each student will express the role of energy in: the changes of matter, the determination of the chemical structure, and the reactivity of molecules.
1 d.) Each student will be able to use quantitative calculations, and qualitative judgments to apply theoretical and mechanistic principles to chemical systems.
1 e.) Each student will be able to express and formulate the proper chemical nomenclature, chemical synthesis, and chemical characteristics of inorganic and organic compounds.

2. Each student shall develop the written and oral communication skills required for proper dissemination of chemical information to colleagues and the public.
2 a.) Each student will be able to prepare and produce scientific written communications using the American Chemical Society style and format.
2 b.) Each student will demonstrate scientific oral communication skills through poster presentations and seminar discussions.

3. Each student shall develop the analytical and critical thinking skills needed to acquire, analyze and interpret data.
3 a.) Each student will demonstrate a competency and proficiency with experimental skills involved in chemical synthesis, instrumental methods, quantitative measurements and statistical data analysis.
3 b.) Each student will be able to apply critical thinking and problem solving skills in the solution of chemical problems.
3 c.) Each student will be able to evaluate, examine, and apply chemical content knowledge found in chemical databases, chemical libraries, and chemical journals.

4. Each student shall become aware of how chemistry affects society and the environment.
4 a.) Each student will be able to express the impact that chemistry has on society by demonstrating proper safe handling of chemical compounds and chemical waste according to governmental regulations.

EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

November 4, 2021

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

Attached are my recommendations for the 2022 - 2023 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Elsa Núñez
President

Attachment

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

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Eastern Connecticut State University
Sabbatical Recommendations for Instructional Faculty
For Academic year 2022 – 2023
In Alphabetical Order

Professor J.J. Cobb
Preforming Arts Department
Spring 2023

Dr. Cobb will use her sabbatical to construct a full-length, Site-Specific script about the Couriers, a group of women who led *Indian Detours* to archeological, anthropological, and geological sites throughout the Southwest. The preliminary reading on the topic is complete, but six further stages are necessary to construct a historical narrative: in-depth research of primary sources; interviews with curators, oral historians, and elders; a site-residence near the associated pueblos; time to draft the through-line and dialogue; external review by other site-playwrights soliciting feedback; and edits to prepare a production ready text.

Dr. Marsha Davis
Mathematical Sciences Department
Spring 2023

The work conducted during this sabbatical will allow Dr. Davis to create a free, online, searchable repository for revised versions of reproducible classroom activities as a mathematical modeling resource for educators. *The Newsletter of the Consortium for Mathematics and Its Applications* (COMAP) is a blending of contemporary teaching activities with commentaries, articles, and contests to bring the excitement of mathematical modeling to classrooms. The Consortium contains a Pull-Out section, a reproducible classroom activity centered on a real-world modeling problem. To date there are 110 Pull-Outs with two additional Pull-Outs written each year.

Dr. Mark Fabrizi
Education Department
Fall 2022

During his sabbatical, Dr. Fabrizi hopes to produce an original monograph, *The Historical Dictionary of Horror Literature*, which will serve as an introduction to and an aid in studying horror literature, including influential scholars, authors, and other significant literary landmarks. He will conduct online and in-person research through Eastern's Eugene Smith Library. The book will benefit Eastern by enhancing University's academic reputation as a place of scholarship, expanding Eastern's nationwide visibility through the University's association with a widely distributed scholarly resource, and benefit current and future students by supporting his professional development as a scholar.

Dr. Stefan Kamola
History Department
2022-2023 Academic Year

Dr. Kamola will use his sabbatical to bring one book project to publication and conduct final research on a second major research project. The first book examines a previously unstudied pseudo-Zoroastrian apocalyptic history of the world and includes an edited text, translation, and commentary of the work. The text in question bears witness to local responses to the experience of Mongol conquest and rule. The second project is a minute comparison of unique manuscripts preserving competing histories of a southern Iranian dynasty who weathered the Mongol invasion and whose court provided several historians who wrote for and about the Mongols.

Dr. K. Niki Kunene
Accounting and BIS Department
2022-2023 Academic Year

During this sabbatical, Dr. Kunene will extend and complete a series of data analytics learning and teaching artifacts for publication. These artifacts contribute to closing students' persistent prior knowledge gaps. Time will also be spent to start a new pure research project and build a pipeline for the next few years. This project will build on the knowledge discovery in databases work from graduate school and requires her to learn newer tools and machine-learning techniques. Publications produced from this work will contribute to her teaching, professional development, and the Business Division's accreditation efforts.

Dr. Barbara Liu
English Department
Fall 2022

This sabbatical will allow Dr. Liu to explore artifacts recently donated to Eastern's archives that document the experiences of people with Myalgic Encphalomyelitis/Chronic Fatigue Syndrome (ME/CFS), a controversial illness. The investigation will be in the context of the rhetoric of health and medicine with two primary goals: to develop plans for an ongoing research agenda in the rhetoric of health and medicine related to ME/CFS and other contested chronic diseases, and to conduct qualitative rhetorical analysis of archived materials, to develop at least two journal articles. The work will make an important contribution to scholarship in health and medical rhetoric as well as supporting future research at Eastern.

Dr. Scott Moore
History Department
Fall 2022

Dr. Moore will use this sabbatical to complete his book, *The Virginia Witch: Grace Sherwood in Virginia History and Legend*. It offers an analysis of Sherwood's trial for witchcraft in 1706. It will not only examine the trial in the broader context of Virginia history and the history of witch trials in Europe and North America; but it will also examine the impact of Sherwood and her trial on Virginia culture. As a result, this book will offer an innovative blend of historical and folklore research. Once finished, Dr. Moore intends to publish to book with the University of Virginia Press.

Dr. Emily Riggs
Performing Arts Department
Fall 2022

This sabbatical will support Dr. Riggs' professional development in voice performance and opera direction. Throughout the duration of the sabbatical, she will take regular voice lessons with a renowned voice pedagogue and will participate in training and mentored experiences in opera direction. These experiences will enhance her professional competency when working with singers and actors and enrich her own creative activity as a recitalist. The outcome of this sabbatical will be a recital of American Art Songs and a one-act festival of chamber operas and monodramas in spring 2023, with the students from Eastern Opera Workshop.

Dr. Kristalyn Salters-Pedneault
Psychological Sciences
Fall 2022

This sabbatical will allow Dr. Salters-Pedneault to conduct two complementary research studies that are an extension of her previous experimental and clinical research, and address currently unmet clinical needs related to stress and the Covid-19 pandemic. The first project will be to collect data on trauma, coping strategies, mental health, and treatment-seeking related to the pandemic in college students. The second project will be to adapt a workshop-style intervention that she helped to develop (RESET, a workshop based on acceptance-based behavioral approaches to stress) for a college population (RESET-Campus), and to complete initial testing of the workshop model at Eastern.

Dr. Sudha Swaminathan
Education Department
Spring 2023

This sabbatical will allow Dr. Swaminathan to establish a robust STEM curriculum at Eastern's preschool. She will offer extended professional development to teachers on developing STEM curriculum; conduct workshops for families; and study the impact on children's skills and dispositions for STEM. Besides benefiting the children and their families, this project will enhance the STEM capacity of teachers. Lessons learned will enrich her courses on early childhood Math, Science and technology. She will share her work at national conferences on early childhood, math, science, and technology education (NAEYC, NCTM, NSTA, ISTE), and underscore the ongoing scholarship at CSU.