BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, March 11, 2022 at 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at: http://youtu.be/5f9F-z6uWa8

1. Approval of Minutes
   a. February 4, 2022 – *Page 1*

2. Consent Items
   a. Discontinuations
      i. Aviation Science, Flight – AS – Naugatuck Valley CC - *Page 11*
      ii. Aviation Science, Management Option – AS – Naugatuck Valley CC - *Page 16*

3. Action Items
   a. Modifications
      i. Medical Laboratory Technician – AS – Quinebaug Valley CC [Modification of Instructional Delivery] – *Page 21*
      ii. Social Work – Master's of Social Work (MSW) – Southern CT State University [Modification of Instructional Modality] – *Page 25*

   b. CT State Community College – Refund and Course Withdrawal Policy – Amendment - *Page 30*

   c. CT State Community College – Aligned Curriculum – *Page 35*

   d. Honorary Degrees – *Page 147*

   e. Promotions and Tenures – CSCU – Spring – *Page 167*
      i. Western Connecticut State University – *Page 169*

4. Informational Items
   a. Emeriti
      i. Southern CT State University – *Page 170*
      ii. Tunxis Community College – *Page 172*

   b. Sabbaticals
      i. Central CT State University – Revised – *Page 174*

   c. Below Threshold
      i. Foundations in Digital Analytics – Certificate – Capital CC and Northwestern CT CC [New Academic Offering] – *Page 176*
      ii. Entrepreneurship Minor – Undergraduate Minor Program - Southern CT State University [New Academic Offering] – *Page 179*

iii. BA in Mathematics: Accelerated M.A.T. Math 7-12 Pathway – Concentration – Southern CT State University – *Page 183*

If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to PHeleen@commnet.edu at least 24 hours before the meeting.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – February 4, 2022 at 9:30 a.m.
Conducted via Remote Participation

MINUTES

Regents Present:	David Blitz (ex officio), Ira Bloom, Aviva Budd, Holly Howery, Julia Noriega (ex officio), Richard Porth, Colena Sesanker (ex officio),
Regents Absent:	Brandon Iovene (ex officio)
Staff Present:	Vicki Bozzuto, Pam Heleen, Ken Klucznik, Alice Pritchard, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz, Noreen Wilson
Other Attendees:	Missy Alexander (WCSU), Sandy Bulmer (SCSU), Amy Feest (CSCC), David Ferreira (COSC), Josh Groffman (SCSU), Craig Hlavac (SCSU), Bruce Kalk (SCSU), Kim Kostelis (CCSU), Trudy Milburn (SCSU), Bob Prezant (SCSU), Fatma Salman (MCC), Tim St. James (ACC), Sheldon Watson (SCSU)

The meeting was called to order at 9:41 a.m. by Chair Ira Bloom.

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

- Chair Ira Bloom – Present
- Regent Aviva Budd – Present
- Regent Holly Howery – Present
- Regent Richard Porth - Present
- Regent Colena Sesanker (ex officio) – Present
- Regent Julia Noriega (ex officio) – Present
- Regent Brandon Iovene (ex officio) – Not Present

A quorum was declared.

Regent Ira Bloom introduced himself in his new capacity as Chair of the BOR Academic and Student Affairs Committee. This is his first meeting as Chair of the Committee.

1. Approval of Minutes
   a. December 3, 2021

   On a motion by H. Howery and seconded by A. Budd, a vote was taken and the minutes from the December 3, 2021, BOR ASA Committee meeting were approved unanimously.

2. Action Items
   a. Modifications
      i. Nurse Educator – MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery]
      ii. Nurse Educator – Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery]
      iii. Clinical Nurse Leader – MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery]
      iv. Clinical Nurse Leader – Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery]

      Dr. Sandra Bulmer, Dean, College of Health and Human Services, presented the four modifications. She noted that these four items consist of two MSN degrees, Nurse Educator and Clinical Nurse Leader, and a Post MSN Certificate associated with each. In each program, the hybrid modality is being replaced with a fully online instructional modality. Although each program has an on-ground practicum, the entire program can be classified as online.

      Chair Bloom called for a motion to approve the modifications in instructional modality, specifically, the replacement of the hybrid instructional modalities with a fully online instructional modality, for the following four Southern CT State University programs:

      1) **Nurse Educator – MSN**
      2) **Nurse Educator – Post MSN Graduate Certificate**
      3) **Clinical Nurse Leader – MSN**
      4) **Clinical Nurse Leader – Post MSN Graduate Certificate**

      The motion was moved by H. Howery and seconded by R. Porth.

      Chair Bloom called for a vote to approve the modifications in instructional modality specifically, the replacement of the hybrid instructional modalities with a fully online instructional modality, for the four Southern CT State University programs listed above. A vote was taken and it was unanimous.

      v. Master's Degree in Marriage and Family Therapy (MFT) – Southern CT State University [Modification of Instructional Delivery]

      Dr. Bulmer stated that the MFT degree is a very successful program. During the pandemic, SCSU shifted the program and its clinical component to a virtual format. SCSU is seeking approval to offer the program in three modalities – on ground, online, and hybrid. SCSU has the flexibility to offer the program in multiple modalities at no additional cost to the institution.

      Chair Bloom called for a motion to approve the modification in instructional modality, specifically, the addition of hybrid and online modalities to the current on ground modality for the Southern CT State University Master's in Marriage and Family Therapy (MFT) Program. The motion was moved by Regent Budd and seconded by Regent Porth.

Chair Bloom called for a vote to approve the modification in instructional modality, specifically, the addition of hybrid and online modalities to the current on ground modality, for the Southern CT State University Master's in Marriage and Family Therapy (MFT) Program. A vote was taken and it was unanimous.

vi. Spanish – Secondary Education and Spanish – BA/BS – Western CT State University [Modification of Instructional Delivery]

Provost Missy Alexander stated that Western CT State University seeks approval to change the program's instructional modality from on ground to hybrid. The purpose of this change in instructional modality is to capture working adult students and those students who seek programs with translation capabilities.

Chair Bloom called for a motion to approve the modification in instructional modality, specifically, the replacement of the on ground instructional modality with a hybrid instructional modality for the Western CT State University BA/BS in Spanish – Secondary Education and Spanish Program. The motion was moved by Regent Porth and seconded by Regent Budd.

Chair Bloom called for a vote to approve the modification in instructional modality, specifically, the replacement of the on ground instructional modality with a hybrid instructional modality for the Western CT State University BA/BS in Spanish – Secondary Education and Spanish Program. A vote was taken and it was unanimous.

b. New Programs

i. Homeland Security – MS - Western CT State University

Provost Alexander reminded the Committee that WCSU closed its Justice and Law Administration MS degree because most students needed the flexibility of online classes which were not developed at the time. WCSU is seeking approval for its proposed MS in Homeland Security. The institution hired two faculty experts who developed this new degree. The degree is fully online and meets the needs of policing, fire, and health professionals. The curriculum is designed to meet the objectives of Homeland Security, in addition to, climate events and various other disasters. WCSU has decided to create this proposed new program in a carousel model, which means that students can start the program in any semester throughout the year. WCSU hopes to pull undergraduates from its Justice and Law Major, one of WCSU's largest majors, and that the program will broadly appeal to other potential students. The program will be fully staffed with FT faculty and adjuncts who already work for WCSU.

Chair Bloom called for a motion to approve the licensure of a program in Homeland Security leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by Regent Budd and seconded by Regent Porth.

Questions/Recommendations from the Committee included:

a) *What are the job opportunities for graduates with a BS degree? How does the MS improve job opportunities? What are the job opportunities specifically in CT?*
Response: There are job opportunities for graduates with the BS degree. The MS degree allows graduates to advance in their careers and move into managerial positions. There are job opportunities in CT. The positions are classified as Emergency and Crisis Management rather than specifically Homeland Security.

b) *Regent Porth stated that he served for many years on the Governor's Unified Command, CT's organized effort to respond to all kinds of emergencies. He noted that the State government has a very good structure of emergency management and response which includes a Homeland Security component. He supports the proposed new WCSU MS in Homeland Security and encourages WCSU to collaborate with the Governor's Unified Command, housed in the CT Division of Emergency Management and Homeland Security (DEMHS), which involves many jobs at the municipal level. He noted there is good job potential for graduates with this degree well beyond Homeland Security.* Response: Provost Alexander stated that she will speak with Dr. Hasan Arslan, Associate Professor, Division of Justice and Law Administration, about Regent Porth's suggestion.

Chair Bloom called for a vote to approve the licensure of a program in Homeland Security leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. A vote was taken and it was unanimous.

ii. Social Work – BSW- Charter Oak State College

Provost David Ferreira stated that the proposed new Bachelor's in Social Work degree aligns with CSWE standards for Diversity, Equity, and Inclusion and with the Community College Social Work TAP program. Community College students who transfer to the COSC BSW qualify for the Community College Tuition Match Scholarship which provides an affordable option for students to pursue the BSW. Provost Ferreira added that the COVID Pandemic highlighted the need for more trained healthcare workers, including social workers. He also stated that nursing homes changed their ratio of beds to social workers from 120:1 to 60:1 which increased the need for social workers. COSC has a model success rate for online placements. The Wheeler Clinic has offered placements for COSC students in the Social Work program.

Chair Bloom called for a motion to approve the licensure of a program in Social Work, leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by Regent Porth and seconded by Regent Howery.

Chair Bloom called for a vote to approve the licensure of a program in Social Work, leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. A vote was taken and it was unanimous.

iii. Music Therapy – BS – Southern CT State University

Dr. Bruce Kalk, Dean College of Arts & Sciences, Dr. Craig Hlavac, Associate Dean of Liberal Arts, and Dr. Josh Groffman, Chairperson/Associate Professor of Music, presented this proposed new program. If approved, this program will be the only one of its kind in CT. New Haven is ideally located for this type of program because of its many healthcare related entities, such as, the Yale New Haven Health System and the VA Hospital in West Haven. SCSU has a robust College of Health and Human Services. They have hired a new tenure-track faculty member in Music Therapy who is responsible for program coordination, recruiting students, and conducting outreach to the community colleges. There is an increasing demand and job opportunities for music therapists.

Questions/Recommendations from the Committee included:

a) *How is music therapy delivered in the organizations that were previously mentioned? Do they have music as a therapy now?* Response: Yes. There are practicing music therapists at many institutions in New Haven and CT and in other health-related services. Music Therapy is a widespread field. Music Therapists practice in youth centers and schools, in addition to healthcare facilities.
b) *Is Music Therapy different from a music program? What is the difference between Music Therapy and music teachers and performers?* Response: Music Therapy is music for a specific therapeutic end. There is a targeted therapeutic objective in a Music Therapy session. Music therapists take psychology coursework, have 1,200 hours of clinical training and must be Board certified to practice music therapy.
c) *Can you practice Music Therapy with a BS degree?* Response: Yes. Graduates will need the MTBC credential and a BS degree to be eligible to work as a Music Therapist.
d) *Who is providing this service now? How prevalent and accessible is music therapy now?* Response: It's fairly widespread in the major healthcare systems, nursing homes, schools, etc. The field is growing. Music Therapy is seen as a valuable addition to other health services. National funding for Music Therapy is increasing. The American Music Therapy Association is seeking licensure in CT which will put the profession under the protection of the law, make it more widely available, and increase insurance coverage for Music Therapy services. Many Music Therapists are practicing in the state, but more are needed. CT Music Therapy Services, a contractor for Music Therapists, provided a recommendation for the proposed SCSU program, stating that they would like to hire graduates from the program. The only Music Therapy degree is out of state. The SCSU program will provide training for Music Therapists in CT who will, hopefully, stay and practice in CT.
e) *Will Music majors be a source of potential students for the BS in Music Therapy?* Response: Students in the BA in Music program will not be a significant transfer pool into the BS in Music Therapy. The BA in Music program is not the same as the BS in Music Therapy which has psychology coursework and a clinical and health component.

Chair Bloom called for a motion to approve the licensure of a program in Music Therapy leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by Regent

Budd and seconded by Regent Howery.
Chair Bloom called for a vote to approve the licensure of a program in Music Therapy leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. A vote was taken and it was unanimous.

c. CT State Community College Aligned Degrees and Certificates

Michael Stefanowicz, Interim Associate Vice President of Academic and Student Affairs, Dr. Francine Rosselli-Navarra, Interim Associate Vice President, Academic Programs & Curriculum, and, Amy Feest, Interim Associate Vice President of Academic Programs & Curriculum for CT State Community College (CSCC), presented. Dr. Klucznik introduced Dr. Rosselli-Navarra and commended her and her team of alignment managers for their countless hours of hard work in aligning the CSCC Degrees and Certificates. Dr. Rosselli-Navarra introduced AVP Feest and AVP Stefanowicz, who will be taking over as Chairs of the Aligned Program Review Committee (APRC). The document presents 15 degrees and certificates, all aligned versions of previously approved programs. These aligned degrees and certificates are offered by one or more of the twelve community colleges. The process for aligning and transitioning the programs to CSCC is presented on Page 106 of the meeting agenda packet. The goal is to ensure that all CSCC programs are consistent with BOR Policy, include the CCS101 class and the CSCC General Education Core, and to align existing disparate program requirements into a consistent set of coherent requirements. This document represents the work of 30 full time faculty and program coordinators.

Questions/Comments/Recommendations from the Committee included:

a) Concerns were expressed about the curricular review process for the colleges:
   1) The long workflow makes it impossible to provide feedback and get through all the stages of review at the level of detail necessary.
   2) There is no final shared governance structure in place for the CSCC.
   3) Transitional committees are not true shared governance committees and they are not truly representative.

Response: Dr. Rosselli-Navarra, AVP Stefanowicz, and AVP Feest

APRC is a fully representative body, with members from each of the 12 community colleges, and is a good reflection of shared governance. Members report back to their institutions' curriculum committees and academic senates to collect feedback and ask for votes. Because some institutions have decided not to participate, we don't have full representation of all the community colleges in the endorsement phase.

We have the APRC and the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC), developed in 2018, which is a transitional governance body. The APRC reports to the SF ASA CC. We welcome participation from all the colleges and the various councils in place.

APRC carefully vets all courses and programs for alignment. Members of the APRC state that the curriculum review is a valuable process and have changed programs at their home campuses based on the feedback. All faculty can participate in the curriculum review process if they choose.

The timeframes are tight. The BOR has established Fall 2023 as the opening of the CT State Community College.

AVP Feest spoke to the quality of the curriculum review process as both a member of APRC, since its inception, and as a faculty member and Academic Dean.

Chair Bloom called for a motion to approve the licensure and accreditation of the degrees and certificates in the BOR Resolution 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. The motion was moved by Regent Budd and seconded by Regent Porth.

Chair Bloom called for a vote to approve the licensure and accreditation of the degrees and certificates in the BOR Resolution 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. A vote was taken and it was unanimous.

d. Appointment of CSU Professor

i. Dr. Neeta Connally – Western CT State University

Provost Missy Alexander presented the nomination of Dr. Neeta Connally for CT State University Professor. She discussed Dr. Connally's qualifications, accomplishments, and her dedication to her profession.

Chair Bloom called for a motion to approve the award of the title Connecticut State University (CSU) Professor to Dr. Neeta Connally of Western Connecticut State University. The motion was moved by Regent Budd and seconded by Regent Porth.

Chair Bloom called for a vote to approve the award of the title Connecticut State University (CSU) Professor to Dr. Neeta Connally of Western Connecticut State University. A vote was taken and it was unanimous.

3. Informational Items

a. Faculty Advisory Committee Resolution on Vaccine Mandate

Participants in the discussion were: Dr. David Blitz, Chair of the Faculty Advisory Committee to the Board of Regents, Dr. Colena Sesanker, Vice Chair of the Faculty Advisory Committee to the Board of Regents, and Dr. Alice Pritchard, Chief of Staff, Chief Operating Officer, Secretary to the Board of Regents.

Dr. Blitz and Dr. Sesanker are responding to the BOR Resolution (BR 21-112), adopted in June 2021, regarding the COVID-19 Immunization Requirements for Students. The concern of the BOR Faculty Advisory Committee (FAC) is with the implementation of and improvements to the COVID-19 Immunization Requirement addressed in BR 21-112. Dr. Blitz presented the following issues:

1) The educational component of the COVID-19 Vaccine Requirements. Dr. Blitz stated that the information provided at the CSCU institutions is excellent; but there is a need for more education. The FAC recommends that more information be provided on how the virus and the vaccine work. Dr. Blitz addressed the faculty across the system who can provide educational material. He noted that students can also create videos and educational materials to persuade reluctant students to get the vaccine and the importance of boosters.
2) The FAC recommended that each campus President or CEO or their representatives meet with the President of the University Senate or the President of the Faculty Governing Body, the two Presidents of the Faculty and Staff Unions, and the President of the Student Government, to review

statistics to determine if vaccine rates are improving and if the number of non-medical exemptions is decreasing at each campus. The goal is to increase participation and improve the perception of the success of the vaccine mandate.

3) Non-medical exemptions have been a contentious issue. The FAC modeled their recommendations after state law which removed the religious and personal vaccine exemptions in schools and higher education. The FAC needed to compromise on non-medical exemptions because, early on, vaccines were authorized only for emergency use and there were legal challenges. Now, vaccines are fully authorized, legal challenges have been overturned, and courts have affirmed the vaccine mandates. The number of non-medical exemptions need to be reduced.
4) Proof of Vaccination. At the CSUs, there is a system to upload students' proof of vaccinations. There is no comparable system at the community colleges for collecting this data. The FAC states that there needs to be a system at the community colleges to input vaccination data. The BOR should be fully informed regarding the number of vaccinations.

The FAC is concerned about the health and safety of all members of CSCU and has provided these recommendations for the improvement of the implementation of the vaccine mandate at CSCU.

Dr. Pritchard noted that she met earlier this week with Dr. Blitz, Dr. Sesanker, Dr. Klucznik, and Pam Heleen and provided a written response regarding the FAC Resolution on Vaccine Mandates. Dr. Pritchard responded:

1) CSU students' vaccine information can be uploaded. Faculty and staff at the CSUs attest to their vaccine status or test weekly. All employees and faculty, staff and students at the community colleges provide attestation of vaccine status or are tested weekly for COVID. CSCU has an MOA with the unions. The concern was that people would not be truthful by providing attestation; but CSCU Management felt that the risk was low. Violations for falsification are a serious offense and a violation of the CSCU Code of Conduct. CSCU is building an update to Banner to upload proof of vaccination. Now, it is a manual process.
2) Non-Medical Exemptions. Pres. Cheng asked the campuses to review and report on their non-medical vaccine exemptions. All the campuses responded and the number of non-medical vaccine exemptions on each campus has decreased. The campus review provided the opportunity to talk with students and employees about the virus and vaccine. Students, faculty, and staff with non-medical exemptions must test weekly to be consistent across CSCU.
3) Open-forum meetings on the campuses may not be the only way to share information on the implementation.
4) A lot of materials are available on mitigation strategies. Dr. Blitz brought up the idea of an education campaign on the vaccine and the COVID virus. CSCU had the "Trusted Messenger" campaign through the Dept. of Public Health; but the state has not renewed that program. We may turn to local leaders, as Dr. Blitz suggested, on the campuses for the education campaign instead.

Questions/recommendations from the Committee included:

1) *Regent Sesanker reiterated the FAC concerns and the need for actual proof of vaccination vs. attestation. She requested that the faculty senates be included in the conversations.*
2) *Attestation and testing are not the best alternative. Would the unions accept a spot check for proof of vaccination? What's available practically and from a regulatory perspective?* Response: We can raise the issue of a spot check with the unions. The MOA between CSCU and the unions only addresses attestation or testing. Employees are not mandated to reveal their vaccine status. If employees don't attest, they must test weekly. When community college students register for classes, they must attest to their vaccine status. If not, they ask for an exemption and must be tested weekly. There are consequences for not testing and not wearing masks as required. Masks are always required regardless of vaccine status. We are trying to get employees and students into compliance.
3) *The CSUs use Medicap to upload the students' vaccine information. What is the obstacle at the community colleges? Why can't this system or another be used at the community colleges to upload student vaccine data?* Response: The CSUs already have the system to upload student medical data because they provide medical services to their students. All faculty and staff at the CSUs and students at the community colleges attest to their vaccination status or test weekly. There are medical privacy issues regarding the capture and storage of medical information. The CSUs treat students medically and already have their medical information. That same situation does not exist at the community colleges. For medical privacy issues, not any database will do.

Dr. Blitz stated that the points raised by the FAC and CSCU were clarified. The conversation will need to continue into the next semester regarding boosters and the mask mandate. Chair Bloom agreed and noted that the points are on the table and the conversation will continue. The BOR Resolution BR 21-112 COVID-19 Immunization Requirements for Students gives the BOR flexibility to address issues as they arise.

b. CSCU Sabbatical Leaves
   i. Central CT State University
   ii. Western CT State University

c. Below Threshold
   i. Asian American and Pacific Islander Studies – Minor – Central CT State University [New Academic Offering]
   ii. Computer Science – BS - Central CT State University [Program Modification]
   iii. Computer Information Technology – MS - Central CT State University [Program Modification]
   iv. Software Engineering – MS – Central CT State University [Program Modification]
   v. BS Chemistry (7-12) MS Accelerated Pathway – Concentration – Southern CT State University [New Academic Offering]
   vi. Health Science BHSc - Accelerated MS Exercise Science-Clinical Exercise Physiology Pathway – Concentration - Southern CT State University [New Academic Offering]

vii. Health Science BHSc − Accelerated MS Physical Activity & Chronic Disease Pathway – Concentration - Southern CT State University [New Academic Offering]
viii. Healthcare Studies - Health Science Foundations – BS – Concentration - Southern CT State University [Program Modification]
ix. Healthcare Studies – STEM Foundations for Nursing – BS – Concentration - Southern CT State University [Program Modification]
x. Sustainability Leadership – Undergraduate Certificate - Southern CT State University [New Academic Offering]
xi. Geographic Information Systems (GIS) - Undergraduate Certificate - Southern CT State University [New Academic Offering]
xii. Assistive Technology – Graduate Certificate - Southern CT State University [New Academic Offering]
xiii. Sustainability Coordination – Graduate Certificate - Southern CT State University [New Academic Offering]
xiv. Human Resource Management – MBA – Concentration- Southern CT State University [New Academic Offering]
xv. Business Analytics – MBA – Concentration- Southern CT State University [New Academic Offering]
xvi. General Studies – AS – Manchester Community College [Program Modification]

Chair Bloom called for a motion to adjourn. On a motion by A. Budd and seconded by R. Porth, the Committee voted unanimously to adjourn the meeting of the February 4, 2022, BOR Academic and Student Affairs Committee at 11:03 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Aviation Science, Flight, (CIP Code: 49.0101 / OHE# 03129), leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

A True Copy:

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

ITEM

Aviation Science, Flight, leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Aviation Science, Flight	
CIP Code	49.0101	
OHE# (Leave blank for new programs)	03129	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	3/24/2022	
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 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Aviation Science, Flight A.S. program has been in decline for several years. Changes to rules that disallowed the use of military education benefits to cover flight time costs has made it difficult for students to pay for flight time costs which are hourly and expensive. As a result, there hasn't been an AVS Flight degree awarded since 2018. From 2011 to 2018 there were a total of 10 degrees awarded: one in 2011, 4 in 2013, 3 in 2014, one in 2017 and one in 2018.

Phase out:

There are no students currently enrolled in this program and the expected date of program termination is Spring 2022.

No resources or costs will be expended to discontinue this program.

RECOMMENDATION

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

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – 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: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: January 2022

Discontinued Program: HB97 CIP: 490101 OHE#: 03129 BOR Accreditation Date: 12/15/1999

Phase Out /Teach Out Period 6 months Expected Date of Program Termination Spring 2022

Program Characteristics

Name of Program: Aviation Science, Flight

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

Degree Certificate: *(specify type and level)*

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

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

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

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The AVS program has been in decline for several years. Changes to rules that disallowed the use of military education benefits to cover flight time costs has made it difficult for students to pay for flight time costs which are hourly and expensive. As a result, there hasn't been an AVS Flight degree awarded since 2018. From 2011 to 2018 there were a total of 10 degrees awarded: one in 2011, 4 in 2013, 3 in 2014, one in 2017 and one in 2018.

There are currently no students enrolled in this program.

Phase Out/Teach Out Strategy

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

The phase out period will be six months, with the Expected Date of Program Termination Spring 2022. Advisors will work with students to ensure an easy and effective transition to a new major or school with an AVS program.

SECTION 3: RESOURCES

Close Out

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

There are no resources or costs that would be expended to discontinue this program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program 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?

Earning a degree in Aviation is an expensive proposition. Flight time requirements for the license is prohibitive given the cost per hour and the number of hours required. Without funds to cover this cost, the program can't be viable.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Aviation Science, Management Option, (CIP Code: 49.0101 / OHE# 17063), leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

A True Copy:

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

ITEM

Aviation Science, Management Option, leading to an Associate of Science at Naugatuck Valley Community College, effective June 2022.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Aviation Science, Management Option	
CIP Code	49.0101	
OHE# (Leave blank for new programs)	17063	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	3/24/2022	
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 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

There has not been an Aviation Science Management option degree awarded since 2015. From 2011 to 2015 there were a total of 6 degrees awarded; two in 2011 and one each year from 2012 to 2015. No courses have been scheduled since 2015.

Phase out:

There are no students currently enrolled in this program and the expected date of program termination is Spring 2022.

No resources or costs will be expended to discontinue this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Associate of Science. The System's

Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – 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: Naugatuck Valley Community College	Date of Submission to CSCU Office of the Provost: January 2022

Discontinued Program: HC21 CIP: 490101 OHE#: 17063 BOR Accreditation Date: 6/21/2012
Phase Out /Teach Out Period 6 months Expected Date of Program Termination Spring 2022

Program Characteristics

Name of Program: Aviation Science, Management Option
Degree: Title of Award *(e.g. Master of Arts)* Associate of Science
Degree Certificate: *(specify type and level)*
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: **X** On ground Online Combined
Locality of Program: On Campus Off Campus **X** Both

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There hasn't been an AVS Management option degree awarded since 2015. From 2011- to 2015 there were a total of 6 degrees awarded; two in 2011 and one each year from 2012 to 2015. No courses have been scheduled since 2015.

There are currently no students enrolled in this program.

Phase Out/Teach Out Strategy

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

The phase out period will be six months, with the Expected Date of Program Termination Spring 2022. Advisors will work with students to ensure an easy and effective transition to a new major or school with an AVS program.

SECTION 3: RESOURCES

Close Out

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

There are no resources or costs that would be expended to discontinue this program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program 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?

Earning a degree in Aviation is an expensive proposition. Flight time requirements for the license is prohibitive given the cost per hour and the number of hours required. Without funds to cover this cost, the program can't be viable.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Medical Laboratory Technician (CIP Code: 51.1004 / OHE# 018618), 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 – Medical Laboratory Technician, 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	Medical Laboratory Technician	
CIP Code	51.1004	
OHE# (Leave blank for new programs)	018618	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	03/24/2022	
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	Fall 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.

The addition of hybrid and online modalities also allows for students from other CT Community Colleges to enroll in this program and participate using remote options. This provides an avenue to meet workforce needs of employers located throughout the State of Connecticut without the need to duplicate or accredit multiple programs in advance of the merger of the community colleges.

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.

03/11/2022 – BOR -Academic and Student Affairs Committee
03/24/2022 – 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: **11/3/2021**	
Name of Program: **Medical Laboratory Technician** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **AS** CIP Code Number **511004** Title of CIP Code **Clinical/Medical Laboratory Technician** OHE# **018618**		
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.** **To allow students from other campuses to enroll in this program and participate using remote options. This will provide an avenue to meet the workforce needs of employers located throughout the State of Connecticut without the need to duplicate or accredit multiple programs.**		
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: **Timothy Shizume**	Title: **Assistant Professor / Program Coordinator - Medical Laboratory Technician Program**	Tel.: **(860) 932-4092** e-mail: **tshizume@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

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Work (CIP Code: 44.0701 / OHE# 000668), specifically the addition of hybrid and online modalities to the current on ground 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 – Social Work, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Science 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)	000668	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	03/24/2022	
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	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Social Work Department plans to retain the current on ground modality for those students who prefer on-ground learning, while adding both a combined online and on-ground modality and an online modality.

The MSW program has been delivered in a traditional on ground format with most courses delivered on ground and a few courses offered in a hybrid (partially on ground, partially online) format. Social Work faculty gained online teaching experience with the initiation of the online DSW program in 2018. The Covid pandemic led to the online delivery of all MSW classes from March 2020 through August 2021. Outcome assessment research for the academic year 2020/2021 revealed that 2021 MSW graduates, who completed 50% or more of their courses online, achieved comparable learning outcomes to graduates of previous years, who took all or

most of their courses on ground. An unexpected benefit of online classes was students' proficiency with online service delivery in clinical settings.

When offered a choice of modalities during the current 2021/2022 academic year, students overwhelmingly selected either a combination of online and on-ground classes or all online classes. Although some MSW students take classes during daytime hours (one weekday per week), most students are employed and take evening classes from 5:00 to 10:00 p.m. These students find that online classes or a combination of online and on ground classes increase the accessibility of the MSW program, reduce commuting time, and provide for flexibility in negotiating classes, field practice, employment, and family responsibilities.

It should be noted that on ground field practice will be required of all MSW students, including those in online or combined modalities. MSW students complete 1,100 hours of field practice that is held on site at field agencies. Field practice must provide in-person interactions with clients, as per requirements of our accrediting agency, the Council on Social Work Education (CSWE), except when agency protocols require telehealth or remote service delivery for health and safety reasons.

Fiscal Impact:

This modification will not increase program costs. The MSW program offers multiple sections of all required courses. In offering online and combined modalities, the MSW program will not schedule additional sections, but rather will shift some sections from on ground to online formats. Students will select online and/or on-ground courses according to their scheduling needs.

The program modification may have a positive financial impact by supporting the recruitment and enrollment of new students and the competitiveness of the MSW program.

RECOMMENDATION

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

03/11/2022 – BOR -Academic and Student Affairs Committee
03/24/2022 – 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: 01/21/2022

Name of Program: Social Work
Type of Credential *(e.g. Associate Degree, Grad Certificate)* Master's of Social Work (MSW) Degree
CIP Code Number 44.0701 Title of CIP Code Social Work OHE# 000668

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

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

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

ADDITIONAL: Modality of Program - On ground Online Combined X
If "Combined", 52 to 80% of fully online courses?

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

The MSW program traditionally has been delivered in a traditional on ground format with most courses delivered on ground and a few courses offered in a hybrid (partially on ground, partially online) format. Social Work faculty gained online teaching experience with the initiation of the online DSW program in 2018. The Covid pandemic led to the online delivery of all MSW classes from March 2020 through August 2021. Outcome assessment research for the academic year 2020/2021 revealed that 2021 MSW graduates, who completed 50% or more of their courses online, achieved comparable learning outcomes to graduates of previous years, who took all or most of their courses on ground. An unexpected benefit of online classes was students' proficiency with online service delivery in clinical settings.

When offered a choice of modalities during the current 2021/2022 academic year, students overwhelmingly selected either a combination of online and on-ground classes or all online classes. Although some MSW students take classes during daytime hours (one weekday per week), most students are employed and take evening classes from 5:00 to 10:00 p.m. These students find that online classes or a combination of online and on ground classes increase the accessibility of the MSW program, reduce commuting time, and provide for flexibility in negotiating classes, field practice, employment, and family responsibilities.

It should be noted that on ground field practice will be required of all MSW students, including those in online or combined modalities. MSW students complete 1,100 hours of field practice that is held on site at field agencies. Field practice must provide in-person interactions with clients, as per requirements of our accrediting agency, the Council on Social Work Education (CSWE), except when agency protocols require telehealth or remote service delivery for health and safety reasons.

In summary, the Social Work Department plans to retain the current on ground modality for those students who prefer on-ground learning, while adding both a combined online and on-ground modality and an online modality.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED 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.) This modification will not increase program costs. The MSW program offers multiple sections of all required courses. In offering online and combined modalities, the MSW program will not schedule additional sections, but rather will shift some sections from on ground to online formats. Students will select online and/or on-ground courses according to their scheduling needs. The program modification may have a positive financial impact by supporting the recruitment and enrollment of new students and the competitiveness of the MSW program.		
Institutional Contact for this Request: Trudy Milburn, PhD	Title: AVP Academic Affairs	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health and Human Services, Main Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Refund and Course Withdrawal Policy (Amendment)

March 24, 2022

WHEREAS, the Connecticut Board of Regents for Higher Education approved policy 3.7 (Refund & Course Withdrawal Policy); and

WHEREAS, as the existing policy is written, it is possible for students in abbreviated terms to have a longer period to add a course than students in full-term courses; therefore, be it

RESOLVED, that the Connecticut Board of Regents for Higher Education amend policy 3.7 to ensure that abbreviated terms do not have a longer period of time to add courses in comparison to full-term courses.

RESOLVED, that this policy shall go into effect for the summer 2022 semester.

A True Copy:

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

CONNECTICUT STATE COMMUNITY COLLEGES:
REFUND AND COURSE WITHDRAWAL POLICY – AMENDMENT

On 12/17/20, the Board of Regents approved policy 3.7 (Refund and Course Withdrawal Policy). This policy updated the refund policy for community college students in full-semester courses (fall and spring) and abbreviated terms (i.e. summer, winter, late-start, or other variable terms). Additionally, the policy further defined the add/drop and withdrawal dates for full-semester courses and abbreviated terms that are specific to the twelve Connecticut State Connecticut Community Colleges ("CSCC") and to the future Connecticut State Community College.

In combination with the Grading, Notations, and Academic Engagement Policy (1.19), these two policies confirm a student's active engagement in their registered coursework prior to each 15-week semester census and provide a uniform framework for refunding during the add/drop period through the end of the semester.

BACKGROUND
The policy provides guidance on the last day that students can add a course to both full-term courses and abbreviated terms. As the existing policy is written, it is possible for students in abbreviated terms to have a longer period of time to add a course than students in full-term courses.

RECOMMENDATION
To rectify this discrepancy, it is recommended the policy be amended to ensure that abbreviated terms do not have a longer period to add courses in comparison to full-term courses. Courses can only be added up to calendar seven of a full, 15-week term. This recommendation would be accomplished by amending the policy to state that courses can be added up to the first 10% of the abbreviated term length, but not to exceed seven calendar days.

3/11/2022 – BOR -Academic and Student Affairs Committee
3/24/2022 – Board of Regents

Policy on Refund and Course Withdrawals
Connecticut State Community Colleges

The CSCU Provost and Senior Vice President for Academic and Student Affairs, or designee, shall be the presiding authority over the application of this policy to all community colleges. It shall be included in all college catalogs, student handbooks, and college websites, and shall be made available upon request.

REFUNDS FOR FULL-TERM COURSES
Note: students may drop courses through the census date (by end of business day); courses dropped during this period would not appear on a transcript. Courses can only be added up to calendar day seven of a full, 15-week term.

No course withdrawals will be accepted once 80% of the semester has passed. For a typical 15-week term, 80% of the term is considered the last day of the twelfth week of the term. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.

- Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. For students that drop a course during this period, a "Late Drop Fee" will be assessed at $50 per course.

- After census and until 80% of the term: drops are considered a course withdrawal and will be noted as a "W" on the transcript. No tuition or fees will be refunded.

REFUNDS FOR ABBREVIATED TERMS
Summer, Winter, Late Start or Other Variable Terms
Note: students may drop a course through the first 20% of an abbreviated term length; courses dropped during this period would not appear on a transcript. Courses can only be added up to the first 10% of the abbreviated term length, but not to exceed seven calendar days.

No course withdrawals will be accepted once 80% of the abbreviated term has passed. For abbreviated terms, 80% is considered the last day of the business week of that period. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through 10% of the term length: 100% of tuition and fees will be refunded.

- Between 10% of the term length and 20% of the term length: 100% of tuition and fees will be refunded. For students that drop a course during this period, a "Late Drop Fee" will be assessed at $50 per course.

- After 20% of the term length through 80% of the term: drops are considered a course withdrawal and will be noted as a "W" on the transcript. No tuition or fees will be refunded.

REFUNDS OF TITLE IV AND OTHER FINANCIAL ASSISTANCE
This policy excludes the effect of the Return of Title IV Aid calculation for student aid recipients.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for Title IV grant or loan recipients who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or period of enrollment unless otherwise noted by the US Department of Education. This includes "unofficial withdrawals," which are defined as students who stop attending their classes but do not follow college policy and officially withdraw from class(es). Federal law requires that the student's federal aid eligibility be recalculated in these situations and Title IV aid not earned by the student be returned to the US Department of Education.

It is recommended that students receiving financial assistance should consult with the Financial Aid Office prior to withdrawal in order to determine the financial impact that the Return of Title IV funds calculation will have.

Funds not earned by the student are required to be returned to the appropriate federal program in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS received on behalf of the student
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants
6. Other grant or loan assistance authorized by Title IV of the Higher Education Act

Although not required under federal regulation at the time of this policy, after federal return obligations are satisfied, any remaining funding shall then be returned to the following programs at the discretion of the policy associated with that funding source:

7. Other State, Institutional, or Private financial assistance
8. Student

REFUNDS TO VETERANS
Students entering the armed services; being relocated by the military; or deployed, before earning degree credit will have 100% of term charges cancelled upon submitting notice in writing and a certified copy of enlistment papers.

APPEAL FOR REFUNDS OF TUITION AND FEES
Common policies and procedures will be implemented across the twelve Connecticut State Community Colleges to ensure that students are treated equitably across each of the colleges. This process will include the following: a single Refund Appeals Form for use at each college, a common procedure for forming a committee to review appeals, common criteria for consideration in the review process, a common timeframe for students to submit appeals, and a common policy for retaining documentation when the appeal is received.

Appeals must fall under one of the following categories to be considered: military relocation or deployment, documented medical emergency, documented personal emergency, or incorrect

advisement for the program of study. No appeals will be considered or accepted once the term for which they appeal is being made has finished.

Additional Fees	Time Due	CSCC Refund
Late Drop Fee	Due upon time of assessment. The fee will be assessed at $50 per course.	Non-refundable.
Supplemental Course Levels 1 & 2	Due date established by college.	Same as tuition.
Clinical Fees/Allied Health Fees	Due date established by college.	Same as tuition.
Nursing Media Fee	Due date established by college.	Same as tuition.
Nursing Program-Learning Support & Assessment	Due date established by college.	Same as tuition.
Manufacturing Fee	Due date established by college.	Same as tuition.
College Services & Student Activity Fee	Due date established by college.	Same as tuition.
Transportation Fee	Due date established by college.	Same as tuition.
Materials Fee	Due date established by college.	Same as tuition.
Replacement ID Fee	Due date established by college.	Non-refundable.
Academic Evaluation Fee	Due date established by college.	Non-refundable
Portfolio Fee	Due date established by college.	Non-refundable.

12/4/20- BOR Academic and Student Affairs Committee
12/17/20- Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

March 24, 2022

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. Architectural Design Technology	A.S.	62
2. Automotive Technology: Comprehensive Automotive Repair and Service (CARS)	Certificate	36
3. Biomedical Engineering Technology	A.S.	63*
4. Bookkeeping	Certificate	21
5. BOT (Business Office Technology): Administrative Support Specialist	Certificate	24
6. BOT: Customer Service Specialist	Certificate	18
7. BOT: Electronic Health Records Specialist	Certificate	18
8. BOT: Legal Administrative Support Specialist	Certificate	30
9. BOT: Medical Insurance Specialist	Certificate	22
10. BOT: Office Application Skills Update	Certificate	12
11. BOT: Social Media Specialist	Certificate	19
12. Clean Water Management	Certificate	25
13. Computer Engineering Technology	A.S.	63**
14. Computer Servicing	Certificate	19

Program	Program Type	Minimum # of Credits
15. Culinary & Hospitality: Culinary Arts	A.S.	64*
16. Culinary & Hospitality: Culinary Arts	Certificate	30
17. Culinary & Hospitality: Dietary Supervision	Certificate	7
18. Culinary & Hospitality: Foodservice Management	A.S.	62
19. Culinary & Hospitality: Hospitality and Tourism Management	A.S.	61
20. Culinary & Hospitality: Hospitality and Tourism Management	Certificate	28
21. Culinary & Hospitality: Professional Baker	Certificate	22
22. Data Analytics	Certificate	16
23. Dental Assistant: Manchester campus	Certificate	34***
24. Dental Assisting: Tunxis campus	Certificate	33***
25. Dental Hygiene	A.S.	96**
26. ESL: Advanced English Proficiency	Certificate	21
27. Health Care Administration	A.S.	61
28. Paramedic Studies	A.S.	68*
29. Paramedic Studies: Emergency Medical Services Instructor	A.S.	68*
30. Paramedic	Certificate	34
31. Physics Studies (CSCU Pathway Transfer Degree)	A.A.	61
32. Radiation Therapy: Gateway Option	A.S.	71*
33. Radiation Therapy: Manchester Option	A.S.	71*
34. Railroad Engineering Technology	A.S.	67*
35. Railroad Engineering Technology: Signaling and Communications Option	A.S.	66*
36. Surgical Technology	A.S.	62
37. Therapeutic Recreation	A.S.	62
38. Therapeutic Recreation	Certificate	30
39. Water Management	Certificate	15

* The following degrees were previously granted exemptions to credit normalization at the number of credits (or greater) listed above: Biomedical Engineering Technology, A.S., Culinary Arts, A.S., Paramedic Studies, A.S., Paramedic Studies: Emergency Medical Services Instructor, A.S., Radiation Therapy: Gateway Option, A.S., Radiation Therapy: Manchester Option, A.S., Railroad Engineering Technology, A.S., Railroad Engineering Technology: Signaling and Communication Option, A.S.

** The Computer Engineering Technology A.S. degree was previously approved at 62 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 63 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

** The Dental Hygiene A.S. degree was previously approved at 96 credits (35 pre-admission credits and 58 post-admission program credits). Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 96 credits (35 pre-admission credits and 61 post-admission program credits). As per BOR policy 14-111, we request an exemption to include the College and Career Success course.

*** CT State recommends that the Dental Assistant and Dental Assisting Certificates transition to CT State as distinct certificates, offered at the Manchester and Tunxis campuses, respectively, with continued collaboration between the programs.

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. The tables that follow illustrate the timeline for steps two through five for aligned degrees and certificates completed to date as well as the projected timeline for the remaining alignment work.

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

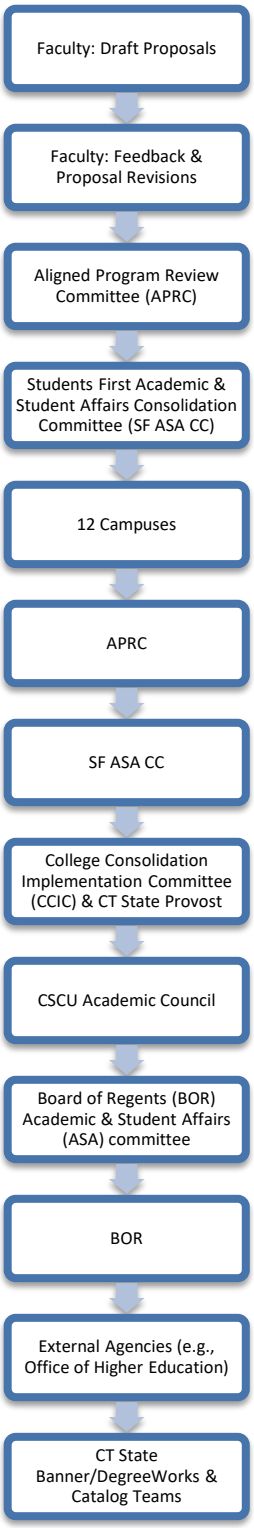
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to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



Curriculum Alignment Step-by-Step Timeline

Approval Process Step	ROUND1 Completed	ROUND2 Completed	ROUND3 Completed	ROUND4 Completed
APRC Initial Review	November – December 2020 14 Degrees/Certificates	Dec 2020 – Feb 2021 10 Degrees/Certificates	March – April 2021 19 Degrees/Certificates	May 2021 28 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	January 2021	March 2021	April 2021	May 2021
Endorsement Period	February – March 2021	March – April 2021	April – May 2021	August – October 2021
APRC Review of Endorsement Feedback & Program Revisions	April 2021 14 Degrees/Certificates	May 2021 10 Degrees/Certificates	May 2021 19 Degrees/Certificates	October 2021 24 Degrees/Certificates
SF ASA CC Approval	May 2021	May 2021	May 2021	November 2021
CCIC Approval	June 2021	June 2021	June 2021	November 2021
BOR-ASA Approval	June 2021	June 2021	June 2021	December 2021
BOR Approval	June 2021 14 Degrees/Certificates	June 2021 10 Degrees/Certificates	June 2021 19 Degrees/Certificates	December 2021 24 Degrees/Certificates

Approval Process Step	ROUND5 Completed	ROUND6 In progress	ROUND7 In progress	ROUND8 In Progress
APRC Initial Review	September – October 2021 11 Degrees/Certificates	October 2021 11 Degrees/Certificates	November 2021 49 Degrees/Certificates	November–December 2021 71 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	October 2021	November 2021	November 2021	December 2021
Endorsement Period	Oct – Nov 2021	Nov – Dec 2021	Nov 2021 – Jan 2022	Dec 2021 – Feb 2022
APRC Review of Endorsement Feedback & Program Revisions	December 2021 13 Degrees/Certificates	January 2022 13 Degrees/Certificates	February 2022 26 Degrees/Certificates	March 2022 71 Degrees/Certificates
SF ASA CC Approval	December 2021	February 2022	February 2022	March 2022
CCIC Approval	January 2021	March 2022	March 2022	March 2022
BOR-ASA Approval	February 2022	March 2022	March 2022	April 2022
BOR Approval	February 2022 13 Degrees/Certificates	March 2022 13 Degrees/Certificates	March 2022 26 Degrees/Certificates	April 2022 71 Degrees/Certificates

Approval Process Step	ROUND9 In progress	ROUND10 In progress	ROUND11 In progress
APRC Initial Review	January 2022 7 Degrees/Certificates	February 2022 12 Degrees/Certificates	February – March 2022 60 Degrees/Certificates
SF ASA CC Approval to Send to Campuses for Endorsement	February 2022	February 2022	March 2022
Endorsement Period	February – March 2022	February – April 2022	March – April 2022
APRC Review of Endorsement Feedback & Program Revisions	April 2022 21 Degrees/Certificates	April 2022 22 Degrees/Certificates	April 2022 60 Degrees & Certificates
SF ASA CC Approval	April 2022	April 2022	May 2022
CCIC Approval	April 2022	April 2022	May 2022
BOR-ASA Approval	May 2022	May 2022	June 2022
BOR Approval	May 2022 21 Degrees/Certificates	May 2022 22 Degrees/Certificates	June 2022 60 Degrees & Certificates

CT State Aligned Degrees & Certificates
March 24, 2022

1) Architectural Design Technology, A.S.
2) Automotive Technology: Comprehensive Automotive Repair and Service (CARS) Certificate
3) Biomedical Engineering Technology, A.S.
4) Bookkeeping Certificate
5) BOT (Business Office Technology): Administrative Support Specialist Certificate
6) BOT: Customer Service Specialist Certificate
7) BOT: Electronic Health Records Specialist Certificate
8) BOT: Legal Administrative Support Specialist Certificate
9) BOT: Medical Insurance Specialist Certificate
10) BOT: Office Application Skills Update Certificate
11) BOT: Social Media Specialist Certificate
12) Clean Water Management Certificate
13) Computer Engineering Technology, A.S.
14) Computer Servicing Certificate
15) Culinary & Hospitality: Culinary Arts, A.S.
16) Culinary & Hospitality: Culinary Arts Certificate
17) Culinary & Hospitality: Dietary Supervision Certificate
18) Culinary & Hospitality: Foodservice Management, A.S.
19) Culinary & Hospitality: Hospitality and Tourism Management, A.S.
20) Culinary & Hospitality: Hospitality and Tourism Management Certificate
21) Culinary & Hospitality: Professional Baker Certificate
22) Data Analytics Certificate
23) Dental Assistant at Manchester Certificate
24) Dental Assisting at Tunxis Certificate
25) Dental Hygiene, A.S.
26) ESL: Advanced English Proficiency Certificate
27) Health Care Administration, A.S.
28) Paramedic Studies, A.S.
29) Paramedic Studies: Emergency Medical Services Instructor, A.S.
30) Paramedic Certificate
31) Physics Studies, A.A. (CSCU Pathway Transfer Degree)
32) Radiation Therapy: Gateway Option, A.S.
33) Radiation Therapy: Manchester Option, A.S.
34) Railroad Engineering Technology, A.S.
35) Railroad Engineering Technology: Signaling and Communications Option
36) Surgical Technology, A.S.
37) Therapeutic Recreation, A.S.
38) Therapeutic Recreation Certificate
39) Water Management Certificate

CT State Community College Common Program Template

Program Name: Architectural Design Technology

Degree Type: Associate of Science Degree (A.S.)

Program Description:

The Architectural Design Technology program extends opportunities for those interested in the design and construction of the built environment, preparing students for transfer into baccalaureate and professional-degree architecture programs or for entry-level technical positions in architecture, engineering or construction firms.
The program builds mastery of valuable skill-sets, establishing techniques in traditional design and drawing that build a foundation for state-of-the-art digital design and modeling, reinforced by courses that form the technical core consisting of blueprint reading, construction materials, codes and regulations, and typical project documentation.
The course flow guides students through a sequence of architecture courses that explore creativity, exercise the design process and problem-solving skills, and instills the values of sustainable and responsible development of the built environment.
Upon completion, students will have built a portfolio of work useful for transfer or to pursue an entry-level technical position in an architecture, engineering or construction firm; municipal building and planning offices; or the transportation, utility, and construction material industries.

Program Learning Outcomes:

1. Understand the history of the built environment and appraise geographic adaptation when considering modern solutions to: natural resource utilization; sustainable harvest, refinement and transport of construction materials; and performance of designs and systems, accounting for climate change.
2. Develop a self-reflective design process that considers alternative solutions validated by sound research, evaluation, and synthesis of a wide range of variables.
3. Utilize traditional and emerging digital media for 2 and 3 dimensional graphic representation to develop, refine, and communicate the architectural design process and implement written industry documentation used to convey typical project information.
4. Demonstrate knowledge of building systems as integrated into the design process, informing decisions on materials, assemblies, and life safety aspects.
5. Perform and communicate effectively as a contributing individual or team member.
6. Appreciate the importance of lifelong learning and continuous improvement associated with professional, ethical, and social responsibilities.

Program Descriptors:

ARCH

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*172	College Algebra	**3**
3	ARCH*1002	Architecture of the World	**3**
4	PHY*121	General Physics	**4**
5	SOC*Elec	Social Science Elective	**3**
6	COM*173	Public Speaking	**3**
7	CCS*101	College Success Seminar	**3**
		General Education Core Credits	**22**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ARCH*1002	Architecture of the World	**N/A**	(*Counted above in GenEd*)
ARCH*1005	Architectural Fundamentals I	**4**	-
ARCH*1008	Construction Materials & Methods	**3**	-
ARCH*2005	Architectural Fundamentals II	**4**	ARCH*1005/ARCH*1008
ARCH*2029	Structures	**3**	MAT*172, ARCH*1008/PHY-121
ARCH*2015	Construction Documents	**3**	ARCH*1005, ARCH*2005
ARCH*2020	Architectural Design I	**4**	ARCH*1002, 1005 & 2005
ARCH*2030	CAD 3D Architectural Parametric	**3**	ARCH*1005, 1008 & 2005
ARCH*2025	Architectural Design II	**4**	ARCH*2020
ARCH*2040	Environmental Systems	**3**	ARCH*1008
ARCH*1XXX	ARCH Elective*	**3**	-
BUS*Elec	Business Elective or Internship	**3**	-
Elec	Open Elective	**3**	-
		40	
	Program Requirement Credits	**40**	
	General Education Core Credits	**22**	
	Program Total Credits	**62**	

* Architecture (ARCH) Electives			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ARCH*1010	Intro. to Building Physics and Sustainability	**3**	Accuplacer Score ≥ MAT-137
ARCH*1011	Building Codes & Ordinances	**3**	-
ARCH*1012	Intro. to Geographic Information Systems	**3**	-
ARCH*2010	Site Design**	**3**	ARCH-1005
ARCH*1014	-	**-**	-
ARCH*1015	-	**-**	-
	** Course pending APRC approval		

Semester Sequence

Architectural Design Technology

Semester 1		**Cr**	**Tot-Hrs**
ARCH 1002	Architecture of the World	3	3
ARCH 1005	Architectural Fundamentals I	4	2/4=6
CCS 101	College Success Seminar	3	3
ENG 101	Composition	3	3
MAT 172	College Algebra	3	3
	Total	16	
Semester 2			
ARCH 1008	Construction Materials & Methods	3	3
ARCH 2005	Architectural Fundamentals II	4	2/4=6
COM 172	Public Speaking	3	3
PHY 121	General Physics	4	3/3=6
	Total	14	
Semester 3			
ARCH 2029	Structures	3	3
ARCH 2015	Construction Documents	3	3
ARCH 2020	Architectural Design I	4	2/4=6
ARCH 2030	CAD 3D Architectural Parametric	3	2/2=4
SOC ELEC	Social Science Elective	3	3
	Total	16	
Semester 4			
ARCH 2025	Architectural Design II	4	2/4=6
ARCH 2040	Environmental Systems	3	3
ARCH 1XXX	ARCH Elective	3	3
BUS ELEC	Business Elective or Internship	3	3
ELEC	Open Elective	3	3
	Total	16	
	Total	**62**	

Credit Certificate Program Name	Comprehensive Automotive Repair and Service (CARS)
Certificate Description:	The objective of the Comprehensive Automotive Repair and Service (CARS) Certificate Program is to educate those seeking employment in the field of automotive technology. It will prepare students for entry-level employment as Automotive Technicians. The Automotive Technician field has been in very high demand in the State, and it is growing. The intent of the program is to meet the growing need for technicians in Connecticut and the nation. This program furthers the college's mission to "respond to the changing academic, occupational, technological needs" by offering "a broad range of credit (technical, career, and academic) programs and courses leading to employment, transfer, and lifelong learning." The automotive curriculum is designed to meet all Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program requirements for national accreditation at the Master Automotive Service Technician (MAST) level.
Certificate Learning Outcomes:	Upon successful completion of all program requirements, the graduates should be able to: 1. Meet all the Automotive Service Excellence Education Foundation (A.S.E.) Accredited Training Program required outcomes for Master certification (MAST) Level. 2. Demonstrate workplace skills related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork. 3. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation. 4. Identify and use appropriate tools, testing, and measurement equipment to accomplish certain tasks related to the occupation. 5. Use current reference and training materials from accepted industry publications and standards to accomplish specific tasks. 6. Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.
Certificate Descriptors:	The Program is accredited by Automotive Service Excellence Education Foundation (A.S.E.) at the Master Automotive Service Technician Level (MAST). This Program will prepare Students for the G1, A1, A2, A3, A4, A5, A6, A7, A8 & L1 ASE exams upon completion of work length time requirements. Students interested in continuing to a bachelor's degree should pursue the Comprehensive Automotive Repair and Service Associates (CARS) of Applied Science Degree program which will prepare them for to prepare for C1 and P1 ASE exams.

Certificate Program Requirements (36 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
AUT-130	Automotive Maintenance and Light Repair	**3**	None
AUT-131	Engine Repair	**3**	P or C: AUT-130 or with permission of the Coordinator
AUT-133	Electrical/Electronics Systems	**3**	P or C: AUT-130 and MAT 095 or successful completion of college placement test or with permission of the Coordinator
AUT-136	Suspension and Steering	**3**	P or C: AUT-130 or with permission of the Coordinator
AUT-137	Engine Performance	**3**	P: AUT-133 or with permission of the Coordinator
AUT-138	Braking Systems	**3**	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-170	Co-op Work Experience I	**3**	P or C: AUT-130, 131, 133, 136, 138, ENG 101, minimum 30 credits of course work completed or in progress and a 2.0 GPA, or with permission of the Coordinator.
AUT-233	Manual Drivetrain and Axles	**3**	P or C: AUT-130 or with permission of the Coordinator
AUT-235	Automatic Transmission/Transaxle	**3**	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-237	Heating and Air Conditioning	**3**	P or C: AUT-130 & AUT-133 or with permission of the Coordinator
AUT-238	Advanced Engine Performance	**3**	P: AUT-137 or with permission of the Coordinator
AUT-270	Co-op Work Experience II	**3**	P: Co-op 1 (AUT-170) and a minimum of 40 credits of course work completed or in progress and a 2.0 GPA, or with permission of Coordinator
Total Credits		**36**	

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

Program Name:
Biomedical Engineering Technology

Degree Type:
Associate in Science

Program Description:
The rapid development of biomedical equipment technology, combined with the introduction of increasingly complex and vital biomedical equipment, has created a serious need for well-prepared technicians in hospitals and medical research centers. These technicians must understand this new technology and be capable of maintaining, calibrating, modifying, and adapting this equipment. CT State Community College's Biomedical Engineering Technology Associate Degree program will qualify students for these demanding careers.

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

- Show mastery of the knowledge, techniques, skills and modern tools of biomedical engineering technology
- Apply current knowledge and adapt to emerging applications in mathematics, science, engineering, and technology
- Conduct, analyze, and interpret experiments and apply experimental results to improve processes
- Function effectively as part of a team
- Communicate effectively
- Display professional, ethical, and social responsibilities

Program Descriptors:
Growth in the biotechnology industry offers graduates of this program new opportunities as instrumentation calibration technicians for production, validation, and research equipment and instrumentation. Equipment manufacturers require the services of biomedical engineering technicians to assist in developing, manufacturing, testing, service, and technical sales of biomedical equipment. Graduates of CT State CC's program are also capable of dealing with most types of nonmedical electronics. This program is offered at the Gateway Campus.

General Education Core Courses (23-24 Credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 254	Math: Calculus I	4
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 121	Scientific Reasoning/Scientific Knowledge + Understanding : General Physics I	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	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
		General Education Core Credits:	**23-24**

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Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Prereq./Coreq. Course #**
CET* 116	Computer Applications for Technology	3	
BME* 110	Biomedical Technology	2	
BME* 116	Physiological Systems	4	
BME* 210	Biomedical Instrumentation	4	**Prereq:** EET* 136
BME* 212	Biomedical Equipment Design	4	**Prereq:** BME* 210
BME* 214	Advanced Biomedical Instrumentation	4	**Prereq:** BME* 210
BME* 220	Biomedical Practicum	3	**Prereq:** Approval of Program Coordinator
CHE* 111	Concepts of Chemistry	4	TBD
EET* 110	Electric Circuits I	4	**Prereq:** MAT 095 or Higher OR Placement in MAT* 137 or Higher
EET* 136	Electronics I	4	**Prereq:** EET* 110
EET* 252	Digital Electronics	4	**Prereq:** EET* 110 OR Instructor Permission
	Program Requirement Credits:	**40**	
	General Education Core Credits:	**23-24**	
	Total Program Credits:	**63-64#**	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name: Bookkeeping

Certificate Description: This 21-hour certificate program provides education in a wide variety of bookkeeping skills to prepare students for immediate entry into the job market. Students will study the fundamentals of accounting and learn to use the basic software tools that bookkeepers need to know: Intuit Quickbooks, spreadsheets, databases, word processing, and more. After successfully completing this certificate, students will be prepared for entry-level opportunities in the accounting field or even consider opening your own business. This program is offered on the Gateway campus.

Certificate Learning Outcomes:

1. Explain the vital role of a bookkeeper in recording and maintaining accurate and timely financial data.
2. Recognize the importance of confidentiality and ethical behavior with handling financial data.
3. Apply computer skills to basic bookkeeping functions.

Certificate Descriptors:
The Bookkeeping Certificate provides students with the opportunity to become skilled in working with general ledgers, accounts receivables, accounts payables, payrolls, cash receipts, income, and expenditures. Bookkeepers lend an invaluable service for small corporations, entrepreneurial ventures, municipalities, and non-profits in entry-level positions or more advanced administrative positions. Graduates of the Bookkeeping Certificate may go on to pursue an associate degree in accounting. The certificate begins to prepare students for common certifications and licenses which include Intuit Quickbooks Certified User, and Certified Public Bookkeeper.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ACC 113	Principles of Financial Accounting	**3**	Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BOT 111	Keyboarding for Document Production	**3**	None
BOT 137	Word Processing Applications (Word)	**3**	None
CSA 135	Spreadsheet Applications (Excel)	**3**	TBD
ACC 125	Accounting Computer Applications I	**3**	Pre-req: Completion of ACC*113 with a C or higher
BOT 220	Digital Workplace Technologies (formerly Computerized Communication) (Microsoft PowerPoint, e-mail, Internet)	**3**	Pre-req: Eligibility for ENG*093
CSA 140	Database Applications (Access)	**3**	TBD
	Certificate Program Total Credits	**21**	

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

Credit Certificate Program Name: Administrative Support Specialist
(Formerly Office Support Specialist)

Certificate Description:

This program is recommended for students interested in upgrading their skills to become more marketable in an increasingly technological work environment. Coursework focuses on business communications and computer applications to provide students with the skills necessary to secure entry-level administrative employment opportunities.

Certificate Learning Outcomes:

Upon successful completion of all Administrative Support Specialist certificate program requirements, graduates will:

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

Certificate Descriptors:

Currently, this certificate is a WIOA-approved program:
http://www1.ctdol.state.ct.us/etc/program_det.asp?strProgPrevious=proglist&intProgramID=1492

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

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

- Microsoft Office Specialist (certifications by exam per application)
- Certified Administrative Professional (CAP)

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I)	3	None
BOT*164 or ACC*113	Office Accounting or Principles of Financial Accounting	3	None Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	TBD TBD
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Pre-req: Eligibility for ENG*093
Applications Electives:	Choose **2** from the following list: BOT 112 Keyboarding & Document Production II (formerly Keyboarding for Information Processing II) BOT 137 Word Processing Applications BOT 219 Integrated Applications CSA 105 Introduction to Software Applications CSC 101 Introdution to Computers CST 114 Web Essentials	6	Pre-reqs: BOT 112- BOT* 111 BOT 137 – none BOT 219 – C or better in BOT 111 CSA 105 - TBD CSC 101 – TBD CST 114 - TBD
CSA*135	Spreadsheet Applications	3	TBD
Work Experience	BOT 296 Cooperative Work Experience or BOT 279 BOT Administrative Practicum	3-4	Pre-req: Permission of Program Coordinator
	Certificate Program Total Credits	**#**	**24-25**

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

Credit Certificate Program Name: Customer Service Specialist

Certificate Description:

This program prepares students for entry-level customer service representative positions. It provides training in technological and soft skills required for excellence in customer service satisfaction.

Certificate Learning Outcomes:

Upon successful completion of all Office Support Specialist certificate program requirements, graduates will:

1. Key and format business documents and demonstrate proofreading skills.
2. Demonstrate technical proficiency in office applications software including: word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.
3. Be able to resolve customer-focused problems in a timely fashion.
4. Exhibit verbal, non-verbal and written communication skills.
5. Demonstrate effective use of soft skills including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human-relations and creativity.
6. Practice ethical behavior and incorporate the principles of honesty and integrity.
7. Apply critical-thinking strategies and effective decision-making techniques to solve problems.
8. Demonstrate self-management skills, including time management and organization.
9. Contribute as a productive team member in a culturally and intellectually diverse global environment.

Certificate Descriptors:

Upon completion of this option, graduates gain direct entry into the job market in such positions (titles vary depending on the organization) as: Customer Service Representative, Customer Support Specialist, Call Center Customer Service Representative, Customer Care Coordinator, Sales and Customer Service Associate, Marketing Assistant, Sales Assistant, and Sales Associate.

https://www.bls.gov/ooh/office-and-administrative-support/customer-service-representatives.htm#tab-2

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Pre-req: Eligibility for ENG*093
COM*173 or COM*172	Public Speaking or Interpersonal Communication	3	Pre-req: Eligibility for ENG*101 (both)
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	Pre-req: Eligibility for ENG*101 (both)
BMK*201 or BMK*220	Principles of Marketing or Sales	3	Pre-req: Eligibility for ENG*101 (both)
CSA*135	Spreadsheet Applications	3	TBD
	Certificate Program Total Credits	**18**	

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

Credit Certificate Program Name: Electronic Health Records Specialist

Certificate Description:

The extensive use of electronic health records by all types of healthcare providers will lead to an increased need for medical administrative professionals to organize and manage the associated information in all areas of the healthcare industry. According to the Bureau of Labor Statistics, employment of medical records and health information technicians is expected to increase by 8 percent from 2019 to 2029, faster than the average for all occupations. This growth is a direct result of the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2009, which was passed to promote and expand the adoption of health information technology as well as an aging workforce in this specialty area, which is promoting continued demand for these highly skilled health care professionals.

Students will demonstrate proficiency via hands-on Labs, software simulations and integrated projects.

Certificate Learning Outcomes:

Upon successful completion of this certificate, graduates will be able to

- Demonstrate advanced keyboarding speed and accuracy using industry accepted methods
- Demonstrate competency in the use of standard medical office equipment including practice management systems
- Use the common features and functions of specialized EHR applications
- Review electronic health records for timeliness, completeness, accuracy, and appropriateness of health data
- Protect health information for confidentiality, authorized release of information, and data security
- Demonstrate professionalism and positive work habits necessary for success in today's medical office

Certificate Descriptors:

Upon completion of this certificate, graduates can elect to take a national credentialing exam to become a Certified Electronic Health Record Specialist (CEHRS) via the National Healthcareer Association (NHA).

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111	Keyboarding for Document Production I (formerly Keyboarding for Info Pro I)	3	None
BOT*180	Medical Terminology and Anatomy (Formerly Medical Terminology)	3	None
HIM*201	Health Information Management Principles	3	Eligibility for ENG*093
BOT*181	Medical Coding I	3	BOT*180 or HIM 101
BOT*288	Medical Practice Management Applications (formerly Medical Practice Management Software Applications)	3	BOT*111 an BOT* 180
BOT*291	Electronic Health Records	3	Completion of BOT* 288 with a C or higher
	Certificate Program Total Credits	**18**	

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

Credit Certificate Program Name: Medical Insurance Specialist

Certificate Description:

With the numerous changes in the health care industry due to federal incentives for the conversion to electronic automation of managing healthcare information the Medical Insurance Specialist will continue to play an important part in the health care industry through proper documentation oversight. This certificate program is designed to prepare students to manage the medical insurance specialist process along with coding and billing insurance claims in doctors' offices, hospitals, HMOs and other health care facilities.

Certificate Learning Outcomes:

Upon successful completion of this certificate, graduates will be able to

1. Create and modify standard types of business communications in both printed and electronic forms.
2. Demonstrate strong interpersonal and human relations skills required for success in a professional setting.
3. Demonstrate proficiency in the use of ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical Modification) and CPT (Current Procedural Terminology), HCPCS (Healthcare Common Procedure Coding System) coding in entering and/or processing medical insurance claims.
4. Acquire up-to-date technology skills using medical office computer applications.
5. Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.

Certificate Descriptors:

Currently, this certificate is a WIOA-approved program:
http://www1.ctdol.state.ct.us/etc/program_det.asp?strProgPrevious=proglist&intProgramID=1516

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

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

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

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111	Keyboarding for Document Production I (formerly Keyboarding for Info Pro I)	3	None
BOT*180	Medical Terminology and Anatomy (Formerly Medical Terminology)	3	None
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
BIO*115	Human Biology	4	Eligibility for ENG*101
BOT*181	Medical Coding I	3	BOT*180 or HIM 101
BOT*182	Medical Coding II	3	BOT*180 or HIM 101
BOT*287	Foundations/Management Medical Insurance	3	BOT*180 or HIM 101
	Certificate Program Total Credits	**22**	

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

Credit Certificate Program Name: Office Application Skills Update

Certificate Description:

Office application and computer technology skills are essential in today's workplace. This certificate is designed for office professionals as well as those returning to the workforce to enhance their computer application skills. It provides students an opportunity to improve their employment prospects and advance in their careers. Students utilize state of the art software applications including word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.

Certificate Learning Outcomes:

Upon successful completion of all Office Applications Skills Update certificate program requirements, graduates will be able to:

1. Key and format business documents and demonstrate proofreading skills.
2. Demonstrate technical proficiency in office applications software including: word processing, personal information management, spreadsheet, database management, presentation, speech recognition, and webconferencing tools.
3. Practice ethical behavior and incorporate the principles of honesty and integrity.
4. Apply critical-thinking strategies and effective decision-making techniques to solve problems.
5. Demonstrate self-management skills, including time management and organization.

Certificate Descriptors:

This program provides high quality instruction using state-of-the-art computer technology and current software programs to prepare competent, skilled, and professional office workers who are able to meet the demands of business or higher education.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None (both)
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
CSA*105 or CSA*140	Introduction to Software Applications or Database Applications	3	TBD
CSA*135	Spreadsheet Applications or Database Applications	3	TBD
	Certificate Program Total Credits	**12**	

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

Credit Certificate Program Name: Social Media Specialist

Certificate Description:

This certificate program combines digital technology, communications and marketing coursework to equip graduates with the skills they need in this fast-changing field. It is designed to provide relevant training in key areas such as website design, social media, consumer behavior, search engine optimization, and project management.

Working in the social media field requires flexibility and the ability to juggle multiple tasks at once. The Social Media Specialist may be responsible for developing and implementing a company's social media strategy in order to increase its online presence and improve marketing and sales efforts. The understanding of how search, content and social media all work together is important along with attention to detail. A typical day may require you to monitor tweets, respond to posts, analyze trends and engage with brand advocates. Customer engagement is at the top of the list so skills such as building creative content and understanding different media formats that resonate with target audiences are important.

The Social Media Specialist certificate can boost a resume, enhance an existing degree or provide a foundation for pursuing a degree in digital marketing, public relations, communications, entrepreneurship and business.

Certificate Learning Outcomes:

Upon successful completion of all Office Support Specialist certificate program requirements, graduates will:

1. Build and execute social media strategies through competitive research, data interpretation, benchmarking, messaging, and audience identification.
2. Implement and maintain an organization's social media strategy, developing brand awareness and boosting product adoption.
3. Maintain a website and use related content management tools.
4. Report on the process of applying various social media tactics using digital and media tracking tools.
5. Develop social media marketing campaigns.
6. Demonstrate professionalism and positive work habits necessary for success in today's business world.

Certificate Descriptors:

Today's social media platforms are growing in leaps and bounds which means now more than ever businesses are looking for talented people to help them leverage that evolving landscape. The Bureau of Labor Statistics forecasts that employers will add 7% more jobs in this area of expertise to our economy by 2029. From small to major businesses, every brand needs a social media presence plan to stay competitive. Building your familiarity with social media trends and platforms can help you leverage your next job opportunity.

Upon completion of this option, graduates gain direct entry into the job market in such positions (titles vary depending on the organization) as: Social Media Specialist, Social Media Coordinator, Community Manager, Engagement Coordinator, Brand Advocate, , Social Influencer.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
CST*114	Web Essentials	3	None
COM*113	Social Media in Contemporary Society	3	Eligibility for ENG*101 or permission
BMK*201 or COM*201 or BMK 208	Principles of Marketing or Introduction to Public Relations or Social Media Marketing	3	C- or higher in ENG* 101 or permission of instructor ENG*101
CST*150	Web Design & Development I	3	Any CSC*, CSA*, CST*, or DGA* 111 course or permission of instructor.
CST*201	Introduction to Management Information Systems (MIS)	3	Eligibility for ENG*101
CST*205	Project Management	4	Completion of ENG* 101 with a C- or higher
	Certificate Program Total Credits	**#**	19

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

Credit Certificate Program Name: Legal Administrative Support Specialist

Certificate Description:

The duties of a legal administrative support specialist vary depending on the specialty of the law office. However, all legal administrative support professionals should be able to: prepare time sheets indicating the hours an attorney spends on behalf of various clients; prepare clients' fee and disbursement statements; and prepare appropriate documents for real estate, probate, corporate, tax, civil or criminal litigation, and domestic matters. Knowledge of legal terminology is essential for anyone seeking a career as a legal administrative support specialist.

Certificate Learning Outcomes:

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

1. Proofread and edit documents accurately.
2. Differentiate between the various kinds of law offices, courts, corporate legal departments, law schools, and a wide range of other office settings.
3. Exhibit effective verbal and written legal communication skills.
4. Demonstrate skills in law office procedures and legal document processing.
5. Employ the use of technology appropriate for use in the legal environment.

Certificate Descriptors:

Upon completion of this option, graduates gain direct entry into the local legal administrative support job market in such positions (titles vary depending on the organization) as: Legal Administrative Assistant, Legal Secretary, and Legal Administrative Support Specialist.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BOT*111 or BOT*137	Keyboarding & Document Production I (formerly Keyboarding for Information Processing I) or Word Processing Applications	3	None
BOT*164 or ACC*113	Office Accounting or Principles of Financial Accounting	3	None Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
BBG*210 or BMG*204	Business Communications or Managerial Communication	3	None Completion of ENG* 101 with C- or better
BBG* 231	Business Law I	3	
BOT*220	Digital Workplace Technologies (formerly Computerized Communication)	3	Eligibility for ENG*093
BBG* 232	Business Law II	3	BBG*231
BOT* 271 or BOT*112	Legal Document Production or Keyboarding & Document Production II	3	TBD BOT*111
BOT* 272	Legal Administrative Procedures	3	BOT 111, BOT 271, or permission of instructor
CSA*135	Spreadsheet Applications	3	TBD
Work Experience	BOT 296 Cooperative Work Experience or BOT*279 BOT Administrative Practicum	3-4	Permission of Program Coordinator
	Certificate Program Total Credits	**30-31**	

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

CT STATE COMMUNITY COLLEGE

Credit Certificate Program Name:
Clean Water Management

Certificate Description:
The Clean Water Management Certificate will train students to meet the skill and knowledge specifications required by higher level water pollution control facility operators in one of the more than 100 public and private plants in the state following the guidelines of the CT Department of Energy and Environmental Protection (DEEP). The program will provide classroom and laboratory-based academic preparation for the Class I, II, III and IV Wastewater Treatment Plant Operator certification examinations administered by the DEP. Specialized wastewater courses may be offered at local municipal wastewater treatment plants.

Certificate Learning Outcomes:

- Working knowledge of wastewater treatment operations including preliminary, primary, secondary, tertiary, nutrient removal and disinfection treatment, as well as the handling and disposal of sludge/biosolids

- Working knowledge of the levels of treatment necessary to protect aquatic life and human health in Long Island Sound and other Connecticut surface waters and groundwaters

- Working knowledge of the laboratory test methods necessary to ensure the proper operation of wastewater treatment plants, protect surface and groundwater quality, as well as human health, and meet all state and federal regulatory and permit requirements

- Knowledge to become eligible to take and pass the Class I, II, III or IV Connecticut DEP Wastewater Treatment Plant Operator Certification Examinations

Certificate Descriptors:
None

Certificate Program Requirements (25 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
CWM* 106	Introduction to Utility Management	3	
CWM* 108	Chemistry, Biology & Mathematics of Clean Water	4	
CWM* 110 OR CWM* 112	Clean Water I OR Clean Water II	3	**Prereq:** CWM* 110 - none **Prereq:** CWM* 112 – CWM* 110, DEP Class 1 License OR Instructor Permission
CWM* 112 OR CWM* 114	Clean Water II OR Clean Water III	3	**Prereq:** CWM* 112 – CWM* 110, DEP Class 1 License OR Instructor Permission **Prereq:** CWM* 114 – CWM* 112, DEP Class 2 License OR Instructor Permission
ENV* 110	Environmental Regulations	3	
Elective	Biology	3	
Elective	CWM/ENV/EVS/WMT	3	
Elective	CWM/ENV/EVS/WMT	3	
	Certificate Program Total Credits:	**25**	

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

Program Name:
Computer Engineering Technology

Degree Type:
Associate in Science

Program Description:
The Computer Engineering Technology program provides training in hardware configuration, software development, programming applications, and the interfacing of hardware/software and communication systems. Students receive hands-on training on various computer systems, test equipment, and software products.

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

- Identify, analyze, and solve technical problems in computer programming, circuitry, hardware/software and communications systems
- Use diagnostic software and testing equipment to troubleshoot problems
- Install and configure computer hardware and software
- Apply programming and assembly languages
- Use CAD technology to design, create, analyze, simulate and evaluate electrical circuits and schematics
- Work cooperatively and productively with others in a laboratory test setting

Program Descriptors:
Graduates of this program possess the skills to troubleshoot, repair, configure, install, and program basic computer systems. The experience and training gained in the Computer Engineering Technology Associate in Science degree program will also prepare students for the national CompTIA Computer Technicians A+ Certification Examination (offsite).
This program is offered at the Gateway Campus.

General Education Core Courses (23-24 Credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 254	Math: Calculus I	4
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 121	Scientific Reasoning/Scientific Knowledge + Understanding : General Physics I	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	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
		General Education Core Credits:	**23-24**

Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Prereq./Coreq. Course #**
CET* 116	Computer Applications for Technology	3	
CAD* 126	Electronics Graphics CAD	3	
CET* 124	Structured Programming	4	**Prereq:** CET* 116
CET* 126	Computer Servicing	4	**Prereq:** CET* 116
CET* 210	Computer Systems Software	4	
CET* 270	Computer Engineering Technology Practicum	3	**Prereq:** CET* 126 AND CET* 210
CST* 180	Networking I	4	
CST* 273	Security Management Practices	3	**Prereq:** TBD
EET* 110	Electric Circuits I	4	**Prereq:** MAT* 095 or Higher OR Placement in MAT* 137 or Higher
EET* 136	Electronics I	4	**Prereq:** EET* 110
EET* 252	Digital Electronics	4	**Prereq:** EET* 110 OR Instructor Permission
	Program Requirement Credits:	**40**	
	General Education Core Credits:	**23-24**	
	Total Program Credits:	**63-64#**	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name:
Computer Servicing

Certificate Description:
The Computer Servicing Certificate Program is designed for students seeking entry-level technical skills for the information technology (IT) industry. The Program consists of four courses. Each course focuses on specific skills in computer applications, computer system hardware and PC operating systems. Successful mastery of the material should prepare the student for CompTIA's A+ Certification exams (www.comptia.org). A+ Certification is an internationally recognized standard in the IT field. Students who desire to continue their education can use the Computer Servicing Certificate program as a steppingstone to more advanced studies in the Computer Engineering Technology program at the Gateway Campus.

Certificate Learning Outcomes:
Upon successful completion of all program requirements, graduates should be able to:

- Use industry-standard computer applications such as word processing, spreadsheets, presentation software, email and internet access to effectively communicate and research topics in computer servicing
- Demonstrate safety and standards in the workplace
- Install, configure and upgrade computer hardware and software
- Use diagnostic software and test equipment to troubleshoot problems
- Recognize the need for continuous learning

Certificate Descriptors:
None

Certificate Program Requirements (15 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
CET* 116	Computer Applications for Technology	3	
CET* 126	Computer Servicing	4	**Prereq:** CET* 116
CET* 210	Computer Systems Software	4	
CST* 180	Networking I	4	TBD
Elective	Technical (*Consult Technical Advisor*)	4	Elective
	Certificate Program Total Credits:	**19**	

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

Hospitality Programs

Degree Programs:

Culinary Arts A.S.
Foodservice Management A.S.
Hospitality and Tourism Management A.S. *Formerly Hotel and Tourism Management*

Certificate Programs:

Culinary Arts Certificate
Dietary Supervision Certificate
Hospitality and Tourism Management Certificate
Professional Baker Certificate

Courses:

HSP 100	Introduction to the Hospitality Industry
HSP 101	Principles of Food Preparation
HSP 103	Principles of Baking I
HSP 107	Icing Artistry I
HSP 109	Food Safety Certification
HSP 112	Advanced Food Preparation
HSP 135	Service Management
HSP 201	International Foods
HSP 207	Icing Artistry II
HSP 210	Catering Management *Formerly Buffet Catering*
HSP 211	Food & Beverage Cost Control
HSP 215	Principles of Baking II
HSP 216	Artisan Bread
HSP 225	Principles of Baking III: Chocolates and Confections *Formerly Principles of Baking III*
HSP 230	Sustainable Foodservice Management
HSP 233	Hospitality Human Resource Management
HSP 237	Hospitality Marketing
HSP 238	Customer Relationship Marketing *Formerly Hospitality Relationship Marketing*
HSP 241	Principles of Tourism and Travel
HSP 242	Hotel Management
HSP 244	Meetings Convention & Special Events Management
HSP 290	Classical Cuisine
HSP 296	Co-operative Education/Work Experience
HSP 297	Hospitality Management Elective

Type of Program	Program Description	Accreditation & Location
Culinary Arts A.S.	The Culinary Arts Associate degree program will give students the knowledge, tools, and skills necessary to be successful in the food service industry. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.	**Gateway** Seeking American Culinary Federation (ACF) Accreditation **Manchester** ACF Accredited **Norwalk**
Foodservice Management A.S.	The Foodservice Management Associate degree program provides education and training in subjects ranging from food production to food protection, marketing, and management. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.	**Manchester** ACF Accredited **Naugatuck Valley** **Norwalk**
Hospitality & Tourism Management A.S.	The Associate in Science degree in Hospitality and Tourism Management provides students with learning opportunities that introduce and reinforce academic and occupational knowledge, skills, and attitudes required for sustainable careers. Industry-focused courses, such as Principles of Food Preparation, Service Management, Meeting, Convention and Special Events Management, Hotel Management, Hospitality Marketing and Guest Relations provide a solid foundation needed for success in hospitality operations. The Internship is a key component of the program, giving students real industry experience and a course focused on career development and real-world workplace issues.	**Manchester** Courses containing ACF outcomes are found within this program as there is significant course crossover between FSM, CA, HTM **Naugatuck Valley** **Norwalk**

Type of Program	Program Description	Accreditation & Location
Culinary Arts Certificate	The Culinary Arts Certificate program is the first step toward pursuing a career in commercial food preparation. Academic credits from this program may be transferred to associate degree programs in Culinary Arts, Foodservice Management.	**Gateway** Seeking American Culinary Federation (ACF) Accreditation **Manchester** ACF Accredited **Naugatuck Valley** **Norwalk**
Professional Bakers Certificate	The Professional Baker Certificate program is designed to further education and training for those already in the field, as well as accommodate people entering careers in the Culinary Arts. Academic credits from this program may be transferred to associate degree programs in Culinary Arts and Foodservice Management.	**Gateway** **Manchester**
Hospitality & Tourism Certificate	Students will be exposed to a broad range of subjects covering the inter-related areas of the tourism industry, both by means of theoretical and practical work within the college, and by internships in recognized hotels, restaurants, or related institutions, as an integral part of the program. The objective is to train students to a level of all-around competence in the varied operations of the hospitality industry by confronting students with the contemporary issues and challenges that face the industry and by developing their abilities to initiate and manage change and to produce a solid foundation on which a future management career may be built. Graduates will be prepared to embark upon their careers with confidence, armed with the knowledge, the basic experience and the interpersonal skills that will allow them to succeed in the hotel-tourism industry degree at any campus and finish at the designated campus. The common version of these programs already exists at the campus where it was created.	**Manchester**

Dietary Supervision Certificate	The certificate is designed primarily for health care food service personnel seeking professional development. In order to satisfy industry standards, students must successfully complete the following credit courses with a grade of “C” or better and pass the ServSafe Food Protection Manager Certification offered through the Educational Foundation of the National Restaurant Association. Credits may be applied toward the degree program in Foodservice Management.	**Naugatuck Valley**

Program Name: Culinary Arts

Degree Type: AS

Program Description:

The Culinary Arts Associate degree program will give students the knowledge, tools, and skills necessary to be successful in the food service industry. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.

Some Culinary Arts programs are accredited by the American Culinary Federation Educational Institute. Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening. (Accredited campus: Manchester Campus)

In addition to this degree, by taking additional credit hours, students may earn an associate degree in Foodservice Management or Hotel-Tourism Management. Graduates from this program may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian®, both nationally recognized certifications.

Program Learning Outcomes:

Upon successful completion of all Culinary Arts degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls**: Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Sustainable**: Explain and describe the importance of a variety of sustainable practices in a food service operation and how they relate to the environment and the success of the organization.
9. **Technology:** Apply technology to food service and hospitality operations.
10. **Baking Skills**: Develop knowledge and skills in basic baking and pastry arts, including cake decorating and artisan breads.
11. **International Cuisine**: Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
12. **Production:** Prepare a business plan which includes menus design, execution and production, which include, catering, classical cold foods preparation, carvings and displays.
13. **Classical Techniques**: Learn the basics of classical techniques in culinary and pastry arts and how they

apply to current trends.

14. **Nutrition**: Analyze theory of nutritional standards and how they can be applied to various food service operations.
15. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.
16. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®, Certified Fundamentals Pastry Cook™, or Certified Pastry Culinarian®

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	**Composition**	**3**
2	MAT 109	**Math 109 or higher** (college level)	**3-4**
3		**Arts and Humanities** – Course vetted for Arts and Humanities	**3-4**
4	BIO 111 Or NTR 102	Nutrition I: Principles of Nutrition or Introduction to Nutrition	**3**
5		**Choose one from:** • **Social / Behavioral Science** – course vetted for Social and Behavioral Science outcomes or • **Historical Knowledge** – HIS course vetted for Historical Knowledge outcomes	**3**
6		**Choose one from:** • **Oral Communication** – COM courses vetted for Oral Communication outcomes • **Written Communication II** – ENG course vetted for Written Communication II outcomes	**3**
7	CCS 101	**College Career and Success**	**3**
		General Education Core Credits	**21-24**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-Req Course #**
HSP 100	Introduction to the Hospitality Industry	**3**	Eligibility for ENG 101 OR Co-req ENG 093
HSP 101	Principles of Food Preparation	**3**	Elig. MAT 095 AND Co-req. HSP 109
HSP 103	Principles of Baking I	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	**1**	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	**4**	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	**3**	Elig. for ENG 101 OR Co-req ENG 93
HSP 201	International Foods	**4**	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 210	Catering Management *Formerly Buffet Catering*	**4**	HSP 112 with C- or above And HSP 135 with C- or above
HSP 211	Food and Beverage Cost Control	**3**	MAT 109 or higher
HSP 107 OR HSP 216 OR HSP 225	HSP 107 Icing Artistry I OR HSP 216 Artisan Bread OR HSP 225 Principles of Baking III: Chocolate and Confections *Formerly Baking III*	**3**	Elig. MAT 109 Co-req MAT 95 HSP 103 with C- or above HSP 215 with C- or above
HSP 215	Principles of Baking II	**3**	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 230	Sustainable Food Service Management	**3**	HSP 100 with C- or above
HSP 290	Classical Cuisine	**3**	HSP 201 with C- or above AND HSP 210 with C- or above AND HSP 215 with C- or above
HSP 296	Cooperative Education / Work Experience	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Program Requirement Credits	**43**	

	General Education Core Credits	**21-23**	
	Program Total Credits	**64-67**	

Program Name: Food Service Management

Degree Type: AS

Program Description:

The Foodservice Management Associate degree program provides education and training in subjects ranging from food production to food protection, marketing, and management. Students will also take general education courses to improve employability, job performance and course transferability to another college or university.

Some Foodservice Management programs are accredited by the American Culinary Federation Educational Institute. Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening**.** (Accredited campus: Manchester Campus)

In addition to this degree, by taking additional credit hours, students may earn an associate degree in Culinary Arts or Hotel-Tourism Management. Graduates from this program may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian ™, both nationally recognized certifications.

Program Learning Outcomes:

Upon successful completion of all Food Service Management degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls:** Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Financial Acumen**: Knowledge and understanding of basic financial and accounting principles, costing, inventory control, in order to have sound judgment when making decisions.
9. **Sustainable**: Explain and describe the importance of a variety of sustainable practices in a food service operation and how they relate to the environment and the success of the organization.
10. **Technology:** Apply technology to food service and hospitality operations.
11. **Nutrition**: Analyze theory of nutritional standards and how they can be applied to various food service operations.
12. **International Cuisine**: Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
13. **Production:** Prepare a business plan which includes menu design, execution, and production, which includes catering, classical cold foods preparation, carvings and displays.
14. **Classical Techniques**: Learn the basics of classical techniques in culinary and pastry arts and how they apply to

current trends.

15. **Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
16. **Human Resource**: Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
17. **Customers Relations**: Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context.
18. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.
19. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	**Composition**	**3**
2	MAT 109	**Math 109 or higher** (college level)	**3-4**
3		**Arts and Humanities** – Course vetted for Arts and Humanities	**3-4**
4	BIO 111 Or NTR 102	Nutrition I: Principles of Nutrition or Introduction to Nutrition	**3**
5		**Choose one from:** • **Social / Behavioral Science** – course vetted for Social and Behavioral Science outcomes or • **Historical Knowledge** – HIS course vetted for Historical Knowledge outcomes	**3**
6		**Choose one from:** • **Oral Communication** – COM courses vetted for Oral Communication outcomes or • **Written Communication II** – ENG course vetted for Written Communication II outcomes	**3**
7	CCS 101	**College Career and Success**	**3**
		General Education Core Credits	**21-24**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 100	Introduction to the Hospitality Industry	**3**	Elig. for ENG 101 OR Co-req ENG 093
HSP 101	Principles of Food Preparation	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	**3**	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	**4**	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	**3**	Elig. for ENG 101 OR Co-req ENG 093
HSP 201 OR HSP 210	International Foods OR Catering Management *Formerly Buffet Catering*	**4**	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 211	Food and Beverage Cost Control	**3**	MAT 109 or higher
HSP 230	Sustainable Food Service Management	**3**	HSP 100 with C- or above
HSP 233	Hospitality Human Resource Management	**3**	HSP 100 with C- or above
HSP 237	Hospitality Marketing	**3**	HSP 100 with C- or above
HSP 238	Customer Relationship Management *Formerly Relationship Marketing*	**3**	ENG 101
HSP 296	Cooperative Education / Work Experience	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
ACC 113	Principles of Financial Accounting	**3**	ENG 101 AND MAT 095 or higher
	Program Requirement Credits	**41**	
	General Education Core Credits	**21-24**	
	Program Total Credits	**62-65**	

Program Name:

Hospitality & Tourism Management *Formerly: Hotel-Tourism Management*

Degree Type: Associate of Science

Program Description:

The Associate in Science degree in Hospitality and Tourism Management provides students with learning opportunities that introduce and reinforce academic and occupational knowledge, skills, and attitudes required for sustainable careers. Industry-focused courses, such as Principles of Food Preparation, Service Management, Meeting, Convention and Special Events Management, Hotel Management, Hospitality Marketing and Guest Relations provide a solid foundation needed for success in hospitality operations. The Internship is a key component of the program, giving students real industry experience and a course focused on career development and real-world workplace issues.

Program Learning Outcomes:

Upon successful completion of all Hospitality & Tourism degree program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism and ethical standards of behavior in management.
3. **Teamwork** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls**: Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Financial Acumen**: Knowledge and understanding of basic financial and accounting principles, costing, inventory control, in order to have sound judgment when making decisions.
9. **Technology:** Apply technology to food service and hospitality operations.
10. **Nutrition**: Analyze theory of nutritional standards and how they can be applied to various food service operations.
11. **Customer Relations** Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context
12. **Critical Thinking** Demonstrate creativity and sound thinking in solving management problems.
13. **Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
14. **Human Resource**: Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
15. **Intercultural Awareness** Comprehend how various cultural differences impact the hospitality industry from a local, regional, national, and international perspective
16. **Communication** Communicate effectively using written, oral, and nonverbal techniques in the gathering and presenting of information in hospitality enterprises

17. **Cooperative Experience:** Transfer knowledge and apply skills in a performance environment to demonstrate the unique professional requirements necessary for a successful career in the hospitality industry
18. **General Education:** Complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

This program prepares students to begin or advance in careers in hotel, food service and tourism management, convention and event planning, and hospitality sales. Graduates enter the growing hospitality industry as operational trainees and entry level supervisory positions. Although the program is not primarily intended to prepare students to transfer to a bachelor's degree program, many students do transfer to bachelor's degree programs in hospitality and tourism management.

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT Elective	Any course vetted for college level Math outcomes	**3-4**
3	Arts and Humanities	Any course vetted in Arts and Humanities outcomes	**3-4**
4	BIO 111	Nutrition	**3**
5	GEO 111	World Regional Geography	**3**
6	COM 173	Public Speaking	**3**
7	CCS 101	College Career Success	**3**
		General Education Core Credits	**21-23**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 100	Introduction to the Hospitality Industry	**3**	Elig. for ENG 101 OR Co req ENG 093
HSP 101	Principles of Food Preparation	**3**	Elig. MAT 095 OR Co-req HSP 109
HSP 109	Food Safety Certification	**1**	Elig. for ENG 101 OR Co-req ENG 093
BMG 202	Principles of Management	**3**	ENG 101 with C- or above
ACC 113	Principles of Financial Accounting	**3**	ENG 101 AND MAT 095 or higher
HSP 135	Service Management	**3**	Elig. for ENG 101 OR Co-req ENG 093
HSP 211	Food & Beverage Cost Controls	**3**	MAT 109 or Higher
HSP 233 OR BMG 220	Hospitality Human Resource Management OR Human Resource Management	**3**	HSP 100 with C- or above
HSP 237	Hospitality Marketing	**3**	HSP 100 with C- or above
HSP 238	Customer Relationship Management *Formerly Relationship Marketing*	**3**	ENG 101
HSP 241	Principles of Tourism & Travel	**3**	None
HSP 242	Hotel Management	**3**	None
HSP 244	Meeting, Conventions & Special Events Management	**3**	None
HSP 296	Cooperative Education / Work Experience	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Program Requirement Credits	**40**	
	General Education Core Credits	**21-23**	
	Program Total Credits	**61-63**	

Credit Certificate Program Name: Culinary Arts

Certificate Description:

The Culinary Arts Certificate program is the first step toward pursuing a career in commercial food preparation. Academic credits from this program may be transferred to associate degree programs in other CT State Hospitality Programs.

Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening.

Graduates from Accredited programs may apply to the American Culinary Federation (ACF) to become a Certified Fundamentals Cook®, Certified Culinarian®, both nationally recognized certifications. (Accredited campus: Manchester Campus)

Certificate Learning Outcomes:

Upon successful completion of all Culinary Arts certificate program requirements, graduates will:

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism in ethical standards and behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Cost Controls**: Apply basic accounting principles and procedures in the acquisition, costing and inventory controls related to the hospitality and food service industry.
8. **Technology:** Apply technology to food service and hospitality operations.
9. **Baking Skills**: Develop knowledge and skills in basic baking and pastry arts.
10. **International Cuisine**: Study world cuisines in contemporary cooking as well as their cultural impact on current culinary trends.
11. **Production:** Prepare a business plan which includes menu design, execution and production, which includes catering, classical cold foods preparation, carvings and displays.
12. **Classical Techniques**: Learn the basics of classical techniques in culinary and pastry arts and how they apply to current trends.
13. **Nutrition**: Analyze theory of nutritional standards and how they can be applied to various food service operations.
14. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.

Certificate Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training
Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 101	Principles of Food Preparation	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 103	Principles of Baking I	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	**1**	Elig. for ENG 101 OR Co-req ENG 093
HSP 112	Advanced Food Preparation	**4**	HSP 101 with C- or above AND HSP 109 with pass grade
HSP 135	Service Management	**3**	Elig. for ENG 101 OR Co-req ENG 093
NTR 102 or BIO 111	Nutrition I: Principles of Nutrition or Introduction to Nutrition	**3**	ENG 101
HSP 201	International Foods	**4**	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 215	Principles of Baking II	**3**	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 210	Catering Management *Formerly Buffet Catering*	**4**	HSP 112 with C- or above AND HSP 135 with C- or above
HSP 296	Cooperative Education / Work Experience	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Certificate Program Total Credits	**30-31**	

Credit Certificate Program Name: Dietary Supervision

Certificate Description:

The certificate is designed primarily for health care food service personnel seeking professional development. To satisfy industry standards, students must successfully complete the following credit courses with a grade of "C" or better and pass the ServSafe Food Protection Manager Certification offered through the Educational Foundation of the National Restaurant Association. Credits may be applied toward the degree program in Foodservice Management.

Certificate Learning Outcomes:

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

1. Identify agents and vectors of food-borne illness.
2. Employ proper sanitary procedures in the purchasing, receiving, storing, issuing, preparing, and serving of food products.
3. Design basic sanitation training for foodservice employees.
4. Discuss federal, state, and local regulations and standards of foodservice sanitation.
5. Inspect, from a sanitation viewpoint, equipment, and facility design.
6. Qualify for certification in applied foodservice sanitation from the Educational Foundation of the National Restaurant Association.
7. Define, discuss, and employ basic food preparation theories and techniques.
8. Recognize and use a variety of kitchen tools, equipment, and raw food products.
9. Plan, organize, prepare, and evaluate finished food items from the raw state.
10. Interpret, and evaluate written recipes; mathematically expand and reduce these recipes; be able to pre-cost the recipes; understand computer applications regarding these calculations.
11. Define, discuss, and explain the importance of nutrition to health status.
12. Apply acquired nutrition knowledge to daily food preparation.

Certificate Descriptors: N/A

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 101 OR HSP 112	Principles of Food Preparation OR Advanced Food Preparation	**3-4**	Elig. MAT 095 AND Co-req HSP 109 OR HSP 101
HSP 109	Food Safety Certification	**1**	Elig. ENG 101 OR Co-req ENG 093
BIO 111	Introduction to Nutrition	**3**	ENG 101
	Certificate Program Total Credits	**7-8**	

Program Name: Hospitality & Tourism Management Certificate *Formerly: Hotel-Tourism Certificate*

Degree Type: Certificate

Program Description:

Students will be exposed to a broad range of subjects covering the inter-related areas of the tourism industry, both by means of theoretical and practical work within the college, and by internships in recognized hotels, restaurants, or related institutions, as an integral part of the program. The objective is to train students to a level of all-around competence in the varied operations of the hospitality industry by confronting students with the contemporary issues and challenges that face the industry and by developing their abilities to initiate and manage change and to produce a solid foundation on which a future management career may be built. Graduates will be prepared to embark upon their careers with confidence, armed with the knowledge, the basic experience and the interpersonal skills that will allow them to succeed in the hotel-tourism industry.

Program Learning Outcomes:

Upon successful completion of all Hospitality &Tourism Management certificate requirements, graduates will

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Leadership:** Develop and meet the highest standards of professionalism and ethical standards of behavior in management.
3. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
4. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
5. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
6. **Service:** Analyze methods of service and management principles for all hospitality operations and learn beverage service through varied styles and menu offerings.
7. **Technology:** Apply technology to food service and hospitality operations.
8. **Customer Relations:** Recognize and value the importance of the hospitality consumer, their needs, experience, and diversity, in both the operational and strategic context
9. **Critical Thinking:** Demonstrate creativity and sound thinking in solving management problems.
10. **Sales and Marketing:** Differentiate styles of marketing, sales analysis, and planning for the hospitality industry.
11. **Human Resource**: Analyze how human resources practices can support an organization's strategic and operational objectives and enhance long-term performance maximizing individual and group performance.
12. **Intercultural Awareness:** Comprehend how various cultural differences impact the hospitality industry from a local, regional, national, and international perspective.
13. **Communication:** Communicate effectively using written, oral, and nonverbal techniques in the gathering and presenting of information in hospitality enterprises
14. **Cooperative Experience:** Transfer knowledge and apply skills in a performance environment to demonstrate the unique professional requirements necessary for a successful career in the hospitality industry.

Certificate Requirements			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 101	Principles of Food Preparation	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certificate	**1**	Elig. for ENG 101 OR Co-req ENG 093
HSP 135	Service Management	**3**	Elig. for ENG 101 OR Co-req ENG 093
HSP 242	Hotel Management	**3**	None
HSP 233	Hospitality Human Resource Management	**3**	HSP 100 with C- or above
HSP 237	Hospitality Marketing	**3**	HSP 100 with C- or above
HSP 238	Customer Relationship Management *Formerly Relationship Management*	**3**	ENG 101
HSP 241	Principles of Tourism & Travel	**3**	None
HSP 244	Meeting, Convention & Special Event Management	**3**	None
HSP 296	Cooperative Education	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Total Credits	**28**	

Credit Certificate Program Name: Professional Baker Certificate

Certificate Description:

The Professional Baker Certificate program is designed to further education and training for those already in the field, as well as accommodate people entering careers in the Culinary Arts. Academic credits from this program may be transferred to associate degree programs in Culinary Arts and Foodservice Management.

Along with classroom and laboratory study, students will participate in an individually planned, 150 or 300-hour cooperative work experience course, earning credit toward graduation while employed. Graduates may transfer credits and earn baccalaureate degrees at various institutions of higher learning. Students may enroll in this program full or part-time, day or evening.

Certificate Learning Outcomes:

Upon successful completion of all Professional Baker certificate program requirements, graduates will

1. **Professionalism:** Summarize basic principles and concepts of the hospitality industry with its varied career tracks, and apply personal skills, including but not limited to adherence to accepted professional standards and codes of conduct.
2. **Teamwork:** Recognize the importance of working groups, mutual responsibility, and diversity of thought to effective outcomes.
3. **Culinary Skills:** Analyze theory and techniques skills of food preparation and presentation.
4. **Safety & Sanitation:** Safely operate commercial kitchen equipment in an efficient manner and apply safety and environmental sanitation standards of foodservice operations to obtain a ServSafe® certificate.
5. **Technology:** Apply technology to food service and hospitality operations.
6. **Baking Skills**: Develop knowledge and skills in basic baking and pastry arts, including cake decorating and artisan breads.
7. **Classical Techniques**: Learn the basics of classical techniques in culinary and pastry arts and how they apply to current trends.
8. **Cooperative Experience:** Transfer knowledge and apply skills in a production environment to obtain experience in the food service industry.

Certificate Descriptors:

Industry Certifications Offered within program: ServSafe® Food Protection Manager, and TIPS® Training Industry Certifications prepared for by program: Certified Fundamentals Cook®, Certified Culinarian®.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
HSP 103	Principles of Baking I	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 107	Icing Artistry I	**3**	Elig. MAT 095 AND Co-req HSP 109
HSP 109	Food Safety Certification	**1**	Elig. for ENG 101 OR Co req ENG 093
HSP 207 OR HSP 101	Icing Artistry II OR Principles of Food Preparation	**3**	HSP 107 with C- or above Elig. MAT 095 AND Co-req HSP 109
HSP 215	Principles of Baking II	**3**	HSP 103 with C- or above AND HSP 109 with pass grade
HSP 216	Artisan Bread	**3**	HSP 103 with C- or above
HSP 225	Principles of Baking III: Chocolate and Confections *formerly Baking III*	**3**	HSP 215 with C- or above
HSP 296	Cooperative Education / Work Experience	**3**	Minimum GPA of 2.25 and completion of the first semester courses in HSP and permission of program coordinator.
	Certificate Program Total Credits	**22**	

Credit Certificate Program Name:
Data Analytics

Certificate Description:
The goal of the program curriculum is to provide students with an introduction to the industry programming standards of Python and R and knowledge of important fundamentals in Statistics and the Data Science Life Cycle. The certificate is designed as a four 4-credit course program that enables eager and interested students to obtain skills useful for the analysis of data in the workplace. The required courses: *MAT 165 Elementary Statistics with Computer Applications or MAT 129 Principles of Statistics for Data Science (with embedded support), CSC 108 Introduction to Programming (in Python), DTS 203 Elements of Data Science (in R), and CSC 274 Data Visualizations.* Students take 2 courses in the fall semester and 2 courses in the spring semester to complete the certificate in one year.

Certificate Learning Outcomes:
Upon successful completion of the program, graduates will be able to:

1. Extract data and solve data related problems using programming language.
2. Produce and interpret data visualizations, numerical summaries, and confidence intervals to describe and explore data.
3. Formulate and test statistical claims using relevant techniques and technologies.
4. Recognize and investigate problems using data and apply the appropriate methods for resolution.
5. Demonstrate the ability to prepare data for analysis.
6. Describe ethical issues related to data privacy and sensitivity.
7. Evaluate the consistency and completeness of data.

Certificate Descriptors:
This certificate is eligible for the Workforce Innovation and Opportunity Act (WIOA).

Certificate Program Requirements:

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./ Co-req. Course #**
MAT 165 or MAT 129	Elementary Statistics with Computer Applications or Principles of Statistics for Data Science	**4**	MAT 137 *(for 167)* OR Placement in ENG 101 or ENG 101S and completion of MAT 095 or 095I and ENG 096 with a grade C or better *(for 129).*
CSC 108	Introduction to Programming	**4**	MAT 095
DTS 203	Elements of Data Science	**4**	MAT 165 or MAT 129
CSC 274	Data Visualization	**4**	CSC 108
	Certificate Program Total Credits	**16**	

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

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Credit Certificate Program Name: Dental Assistant Program

Certificate Description:

Connecticut State Community College's 34 credit, Dental Assistant Certificate Program, has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Ill 60611.
Program design prepares students for a career as a dental assistant through the combination of a science and clinically based curriculum. Dental assistant clinical and laboratory sessions are taught to competency and designed to adhere to the CODA (Commission of Dental Accreditation) Standards and the mandates in the *Connecticut Dental Practice Act.* Dental assistant students acquire the skills and knowledge necessary to become a Certified Dental Assistant (CDA) as integral members of a dental health team. This full-time program can be completed in 10 months.

Certificate Learning Outcomes:
Upon successful completion of all Dental Assistant Certificate Program requirements, graduates will:

- Demonstrate acquired knowledge and skills necessary to obtain an entry level position as a dental assistant.
- Exhibit the integrity, ethics, and professionalism that are necessary to ensure the delivery of quality dental care to a diverse population.
- Demonstrate professionalism and effective communication.
- Complete all three components of the Dental Assisting National Board Examination to earn the national distinction of Certified Dental Assistant (CDA).
- Explore current dental assistant employment opportunities.
- Be encouraged to stay current in dental procedures, skills, and technology through active participation in professional associations and continued education.

Certificate Descriptors:

The program relies on a selective admission process which uses specific admissions criteria. To be eligible for this program, the following prerequisites must be met, eligibility for ENG* 101 and MAT* 109 or higher, and attendance at a dental assistant information session held at the college. Due to extensive academic coverage of patient care and human relations, admission criteria require that the students must meet eligibility or the equivalent for PSY* 111, BIO* 115, and COM* 173 . Interested candidates will be expected to have a history of academic success. Admission to the Dental Assistant program requires a separate application and an interview process.
*Students have the option of taking the prerequisite courses at any of the Connecticut State Community College campuses.

Dental Assistant Program applicants are informed that there is an increased risk for the occurrence of occupational bloodborne exposure for healthcare professionals who treat patients in hospitals, clinics, and private practices. Applicants are provided access to the Occupational Safety and Health Administration's (OSHA), *Bloodborne Pathogens Standard* with the requirements to minimize risk of exposure in Title 29 of the Code of Federal Regulations (CFR) 1910.1030. https://www.osha.gov/SLTC/bloodborne pathogens/index.html.

At Connecticut State Community College Manchester campus, students practice clinical procedures in an on-site, state-of-the-art, dental office setting that includes three treatment rooms complete with digital x-ray, electronic

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patient records and an instrument processing area. Courses include the study of dental anatomy dental, radiography, infection control, chairside assisting, dental materials, oral health promotion, and practice management. In addition, students complete a minimum of 300 hours, at a dental educational clinical site and at private dental practices.

Due to standards set by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), students are advised that the healthcare facilities to which they are assigned for clinical rotations may require that they submit to a criminal background check before beginning their clinical experiences. Connecticut State Community College Manchester campus cannot be responsible for finding an alternate clinical placement for a student who fails to pass the background check. Students are advised to meet with the Dental Assistant Program Director to discuss degree completion requirements. A physical examination and current immunizations are required of all students prior to beginning clinical rotations. Students are responsible for parking fees; uniforms; clinical supplies and miscellaneous expenses.

The program prepares students for the Dental Assisting National Board (DANB) examinations. Graduates will be eligible to take the Radiation Health and Safety (RHS), Infection Control (ICE), and General Chairside (GC) examinations. Upon successful completion of the three examinations, students will be awarded the credentials of "Certified Dental Assistants." (CDA.).

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Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# Of Credits**	**Pre-req./Co-req. Course #**
PSY*111	General Psychology	**3**	TBD
BIO*115	Human Biology	**4**	TBD
COM*173	Public Speaking	**3**	TBD
DAS*123	Chairside Dental Assisting	**4**	PSY*111, BIO*115, and COM* 173 (minimum of a C)/ DAS*131, DAS*133, and DAS*136
DAS*131	Oral and Pathophysiology	**3**	PSY*111, BIO*115, and COM* 173 (minimum of a C) /DAS*123,

			DAS*133, and DAS*136
DAS*132	Dental Materials	**4**	DAS* 123, DAS* 131, DAS* 133, and DAS* 136 (minimum of a C) / DAS*134 DAS*135, DAS*143, and DAS*200
DAS*133	Dental Radiography	**4**	PSY*111, BIO*115, and COM* 173 (minimum of a C) /DAS*123, DAS*131 and DAS*136
DAS*134	Oral Health Promotion	**1**	DAS* 123, DAS* 131. DAS* 133, DAS* 136 (minimum of a C) /DAS*132, DAS*135, DAS*143, DAS*200
DAS*135	Dental Practice Management	**2**	DAS* 123, DAS* 131, DAS* 133, DAS* 136 (minimum of a C) /DAS*132, DAS*134 DAS*143 and DAS*200
DAS*136	Infection Control in Dentistry	**1**	PSY*111, BIO*115, and COM* 173 (minimum of a C) /DAS*123, DAS*131 and DAS*133
DAS*143	Advanced Dental Radiography	**2**	DAS*123, DAS*131, DAS* 133, DAS*136 (minimum of a C)

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			/DAS*132, DAS*134 DAS*135, and DAS*200
DAS*200	Dental Assistant Clinical Practicum I	**2**	DAS* 123, DAS* 131, DAS* 133, and DAS* 136 (Minimum of a C) /DAS*132, DAS*134 DAS*135, and DAS*143
DAS*201	Dental Assistant Practicum II	**1**	DAS*132, DAS*134, DAS*135, DAS*143 and DAS*200 (minimum of a C)/None
		#34	
	Certificate Program Total Credits	**# 34**	

Important Note: For a certificate program to be eligible for federal Pell/Title IV (Instrumental Variable) 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.

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Credit Certificate Program Name: Dental Assisting Certificate Program

Certificate Program Description:

CT State Community College's 33-credit Dental Assisting Certificate Program is accredited by the Commission on Dental Accreditation of the American Dental Association. Program design prepares students for a career as a dental assistant through the combination of a science and clinically based curriculum. Dental assisting provides the skills and knowledge necessary to function effectively as an integral member of a dental health team. This full-time program can be completed in 10 months. Students will learn chairside dental assisting and related office and laboratory procedures allowed by State law under the direction and supervision of the dentist.

Certificate Learning Outcomes:

Upon successful completion of all Dental Assisting Certificate Program requirements, graduates will:

- Demonstrate acquired knowledge and skills necessary to obtain an entry level position as a dental assistant.
- Exhibit the integrity, ethics, and professionalism that are necessary to ensure the delivery of quality dental care to a diverse population
- Demonstrate professionalism and effective communication.
- Complete all three components of the Dental Assisting National Board Examination to earn the national distinction of Certified Dental Assistant (CDA).
- Explore current dental assisting employment opportunities.
- Be encouraged to stay current in dental procedures, skills, and technology through active participation in professional associations and continued education.

Certificate Descriptors:

Students' complete requirements at The University of Connecticut School of Dental Medicine, community health centers/clinics, or private dental practices, which often lead to employment opportunities. The program prepares the students to be qualified and able to take the Dental Assisting National Board examinations to become Certified Dental Assistants.

- Be prepared for the Radiation Health and Safety and the Infection Control Exam components of the Dental Assisting National Board Examination to be qualified for Dental Assisting employment

WAIVER OF LICENSURE GUARANTEE

Upon successful completion of the certificate program in Dental Assisting, the graduate is eligible to take the General Chairside Dental Assisting National Board exam to become a Certified Dental Assistant. Students must pass all three components (Infection Control Examination; Radiation Health and Safety Examination; and the General Chairside Examination) of the Dental Assisting National Board to become a Certified Dental Assistant.

Dental assistants in Connecticut must successfully complete the Dental Assisting National Board's Infection Control exam or an infection control competency assessment administered by a Commission on Dental Accreditation (CODA) accredited dental education program in Connecticut. Dental assistants in Connecticut must also successfully complete the Dental Assisting National Board's Radiation Health and Safety exam to legally expose patients for radiographic imaging.

Students/Candidates who live/work or plan to live/work outside of Connecticut should verify the licensing/credentialing required for dental assistants in that state to ensure that credentialing will be accepted. We suggest that you research the Dental Assisting National Board's website listings that provide requirements for each state. The Dental Assisting National Board webpage link is provided below for your convenience.

https://www.danb.org/Home/Meet%20State%20Requirements/State%20Specific%20Information.aspx

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Special Admission Requirements:
Dental Assisting Certificate Program Application deadline is April 15 (prior to the Fall semester for which you wish to be considered for the program). It is the student's responsibility to make sure that his/her file is complete to be considered for admission into the Program.
As a Selective Admissions Program, it is strongly suggested that candidates submit their application material early for review and consideration for initial Program admission. At a minimum, candidates should submit their application material at least 3 weeks in advance of the April 15th deadline to ensure timely receipt. After April 15, if additional seats remain available, qualified applicants may be considered as alternate candidates on a rolling basis. A maximum of 24 applicants will be offered a position in the class.
All students who have not completed the equivalent of English Composition (ENG 101) must place into the ENG 101 course level to have their program applications considered.

A GPA of 2.0 or better is required for entry into the program.

The Tunxis Community College Dental Assisting Program is approved as an Eligible Training Provider (ETP) through the Connecticut Department of Labor under the Workforce Innovation and Opportunity Act (WIOA).

Dental Assisting Application Process for Admission
Attendance at a Dental Assisting information session is required. For information on upcoming information sessions and to reserve a seat, visit the Dental Assisting website: https://www.tunxis.edu/offices-departments/allied-health/dental-assisting/ Information sessions are held throughout the year. However, it is recommended that students attend an information session in the fall prior to the April 15 deadline to learn about the Tunxis Dental Assisting program, application process and requirements, and careers in dental assisting. Students must "sign in" at the session to receive credit for attendance. All applicants must submit the following to the Admissions Office:
• Completed Connecticut State Community College Application
• Dental Assisting program application.
• Proof of immunization: Measles, Mumps, Rubella, Varicella (MMRV), Covid
• Proof of high school completion in the form of General Education Development Test (GED), diploma, or transcript.
• If applicable, have your "official" college or university transcripts sent directly from the schools to Tunxis. Transcripts must be official.

Students must have the following abilities: The following additional essential functions are also expected of all students with or without accommodations. Students must be able to fulfill the essential functions of the job without endangering patients or other health care workers. Students with disabilities may be eligible for accommodation.
• proficiency in their use of the English language and must possess effective oral and written skills in order to accurately transmit appropriate information to patients/clients, faculty, colleagues, and other healthcare workers
• gross and fine motor skills sufficient to lift, position, and operate equipment
• interpersonal skills such that they are capable of interacting with individuals, families, and groups from a variety of social, economic, and ethnic backgrounds
• the physical mobility necessary to move from place to place in small spaces as well as full range of motion, manual and finger dexterity
• physical endurance that enables them to stay on task for a prolonged period while sitting, standing, or moving
• a high degree of hand-eye coordination
• auditory ability and other sensory skills must be sufficient to monitor and assess the health needs and diagnose the oral conditions of patients as well as maintain patient safety
• visual acuity and adequate spatial perception
• intact proprioception (the ability to sense pressure/force)
• present a professional appearance, attitude, and performance level

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CRIMINAL BACKGROUND CHECKS

Some clinical learning sites require students to undergo a background check for felony convictions. Background checks are initiated in the fall semester to be completed prior to the spring semester clinical externship experiences. Students are informed of this requirement during information sessions, program orientation, and handbook policy. The paperwork is initiated during the DAS*142 Research Seminar for the Dental Assistant.

Students who do not pass the background check may be excluded from the clinical site and may not be able to meet the competencies required for the program. The ability to obtain a license/credentials/certification may be affected due to a felony conviction.

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 312.440.2719 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

OTHER REQUIREMENTS

As a health care professional/student, you are at an increased risk of contracting blood borne infectious diseases. The Program is not responsible for any medical cost associated with you contracting any communicable disease during or prior to your education and/or participation in Tunxis Dental Assisting Program sponsored functions. If you contract a blood borne infectious disease before or during your enrollment, appropriate health experts must be consulted to determine your ability to treat patients.

A GPA of 2.0 or better is required for progression in the program.

IMMUNIZATIONS

In addition to the CT State College Community College immunization requirements, students are required to have additional immunizations (Hepatitis B, Tetanus). Tuberculosis testing is required. Students will receive a packet of the information at the time of acceptance into Tunxis Dental Assisting Program and available in student handbook.

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Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# Of Credits**	**Pre-req./Co-req. Course #**
DAS 130	Dental Materials for the Dental Assistant	**3**	**Pre-req. DAS142/ Co-req. DAS140, DAS144, DAS146, DAS148**
DAS 140	Essential Chairside Functions for the Dental Assistant	**4**	**Pre-req. DAS142/ Co-req. DAS130, DAS144, DAS146, DAS148**
DAS 142	Research Seminar for the Dental Assistant	**2**	**Pre-req./ Co-req.**
DAS 144	Preventive Dentistry for the Dental Assistant	**3**	**Pre-req. DAS142/ Co-req. DAS130, DAS140, DAS146, DAS148**
DAS 146	Oral Anatomy for the Dental Assistant	**3**	**Pre-req. DAS142/ Co-req. DAS130 DAS140, DAS144, DAS148**
DAS 148	Principles of Radiation for the Dental Assistant	**3**	**Pre-req. DAS142/ Co-req. DAS130 DAS140, DAS144, DAS146,**
DAS 164	Radiography Theory & Practice for the Dental Assistant	**3**	**Pre-req. DAS130 DAS140, DAS144, DAS146, DAS148/ Co-req.**
DAS 170	Practice Management, Law and Ethics for the Dental Assistant	**2**	**Pre-req. DAS130**

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			DAS140, DAS144, DAS146, DAS148, DAS164/ Co-req DAS172
DAS 172	Dental Assisting Clinical Externship Experience	**7**	**Pre-req. DAS130 DAS140, DAS144, DAS146, DAS148, DAS164/ Co-req DAS170**
COM 172 OR COM 173	Interpersonal Communication Public Speaking	**3**	**TBD**
	Certificate Program Total Credits	**33**	

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

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Program Name: Dental Hygiene

Degree Type: Associate in Science

Program Description: The Tunxis Campus of CT State Community College Dental Hygiene program provides the skills and knowledge necessary to function effectively as an integral member of the dental health team. The program has a 30 year affiliation with University of Connecticut (UCONN) School of Dental Medicine. The program utilizes the facilities of the UCONN School of Dental Medicine, federal, state and local hospitals, and community health clinics. Graduates of the program are eligible to take the examinations for licensure given by National and Commission on Dental Competency Assessments (CDCA). Graduates who pass both boards are eligible for a Connecticut license. The program is the only state supported dental hygiene program in Connecticut.

The Dental Hygiene program's faculty are highly qualified with a wide range of clinical and community experience.

- Dental classes are held in a state-of-the-art simulated dental clinic and lab facilities.
- Tunxis Campus of CT State Community College is the only publicly supported program in Connecticut to provide a degree in Dental Hygiene.
- Students have many opportunities to participate in community outreach service learning projects on the local, national and international level.

Program Learning Outcomes:
The Dental Hygiene Program will utilize the General Education Abilities for assessment in the curriculum. In addition, the dental hygiene students will also be evaluated utilizing the dental hygiene program abilities. Dental hygiene students at Tunxis campus strive for achievement of these abilities as well as traditional grades.

1. Teamwork and Interpersonal Skills – effectively engages in interpersonal activities and teamwork
2. Dental Hygiene Process of Care – provides care to all clients without regard to economic, social, cultural, religious or health status; based upon an individualized human need, evidenced based system which includes assessment, diagnosis, planning, implementation, education and evaluation
3. Health Promotion – develops, implements and evaluates health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health and awareness.
4. Technology Literacy - appropriately and effectively uses technology to accomplish assigned tasks

Program Descriptors:
Career Fields for Dental Hygiene Grads: Dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, nursing homes or in a corporate environment. In addition to the clinical role, dental hygienists may also work in an administrative capacity in any of these locations.

Accreditation and Affiliation: Tunxis Campus of CT State Community College's Dental Hygiene program is accredited by the American Dental Association Commission on Dental Accreditation. Since its inception, the Dental Hygiene program has had an affiliation with the University of Connecticut School of Dental Medicine. Members of the university faculty teach many courses in the program's curriculum. The Dental Hygiene program has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at 312-440-4653 or at 211 East Chicago Avenue, Chicago, Ill 60611.

Licensure for Graduates: Dental hygiene students at Tunxis Campus have excellent outcomes on the Dental Hygiene National and Regional Clinical Boards which qualifies them to apply for licensure to practice.

Selective Admissions Criteria:

- Completion of the Admission Test for Dental Hygiene (ATDH). Exam is administered through the American Dental Association. Application and guide may be found at: Admission Test for Dental Hygiene and Users Guide. Exam is $125.00. Students should release scores to Tunxis Dental Hygiene Program.
- Applicant must complete CHE 111, ENG 101, MAT137 or MAT137L or higher, and a 200 level Anatomy and Physiology I, with a minimum combined GPA in prerequisite courses of 2.7. A minimum of a "C" must be achieved in each prerequisite course. Pass/Fail is not accepted.
- Applicant must take science courses within 5 years of applying to the program; and all science courses must be 4 credits with on ground laboratory components (on ground waived during Covid pandemic). Grades will be averaged for any science course repeated within this time frame.
- Applicant must attend a dental hygiene information session.
- Applicant is encouraged to enroll in the Health Careers Pathway.
- Applicant is encouraged to complete general education courses prior to applying to the program.

Application Process for Admission
The applicant must submit ALL of the following by the January 5th Deadline

- All college transcripts
- Two letters of recommendation: professional or academic in nature
- A personal statement: Please provide a comprehensive biographical sketch of no more than 250 words that includes information to assist the Admissions Committee in "getting to know you better." Examples of information that might be included in your biographical sketch include but are not limited to: details regarding dental hygiene procedures you have observed, a description of community service projects in which you have participated, and information concerning your interests, abilities and attitudes that have motivated you to make the commitment required for a career in dental hygiene."
- Proof of a minimum of 4 hours of shadowing a licensed dental hygienist (waived during Covid pandemic)

In addition to the admission requirements prior to the start of the first semester of the program:

- Applicant must complete a General Psychology, a 200 level Anatomy and Physiology II, Microbiology, and DHY *205 Nutrition for the Health Professional with a grade of C or better. A minimum of a "C" must be achieved in each prerequisite course. Pass/Fail is not accepted. Students must complete First Year Experience or obtain a waiver.
- If these courses are in progress at the time of interview, applicant must provide mid-terms grades for evaluation.
- Final acceptance of the applicant is contingent upon successful completion of these courses.
- Consideration is given to the number of college courses successfully completed.

Admission Requirements and Prerequisite Courses

BIO*121	General Biology I	4
ENG*101	Composition	3
CCS*101	College and Career Success	3
CHE*111	Concepts of Chemistry	4
MAT*137	Intermediate Algebra or higher	3
BIO*211	Anatomy and Physiology I	4
BIO*212	Anatomy and Physiology II	4
BIO*235	Microbiology	4
DHY*205	Nutrition for Health Professionals	3
PSY*111	General Psychology I	3

Dental Hygiene Special Admissions for High School Graduates
The Tunxis Dental Hygiene Program will accept high school graduates to begin the three year sequence of courses.

The applicant must meet the following admission's criteria:

- High School Diploma
- SAT scores: Math 530 or greater, English reading score of 25+. SATs need to be taken within two years of application.
- High School GPA 3.0 or greater.

All applicants must take prerequisite courses in the sequence provided and maintain a C or better. If a student does not maintain a C in each course, the student will not be guaranteed automatic acceptance into the Dental Hygiene Program, but may apply for the regular selective admission's process.

General Education Core Courses (22 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**[3]**
2	MAT*137 or 137L or higher	Math: Intermediate Algebra or Intermediate Algebra for Liberal Arts or higher	**[3]**
3	Arts & Humanities	Any course vetted for Arts and Humanities	**3-4**
4	BIO*121	General Biology I	**[4]**
5	PSY*111	General Psychology I	**[3]**
6	COM*173	Public Speaking	**3**
7	CCS*101	College Career and Success	**[3]**
		General Education Core Credits Total	**22-23***
		General Education Credits Pre-Admission	**16**
		General Education Credits Post-Admission	**6**

*Note: The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course#**
CHE*111	Concepts of Chemistry	**[4]**	TBD
BIO*211	Anatomy and Physiology I	**[4]**	TBD
BIO*212	Anatomy and Physiology II	**[4]**	TBD
BIO*235	Microbiology	**[4]**	TBD
SOC*101	Principles of Sociology	**3**	TBD
DHY*205	Nutrition for Health Professionals	**[3]**	P: C or better in CHE 111, BIO 121, or BIO 211
DHY*208	Dental Hygiene Professionalism, Ethics and Jurisprudence	**2**	P: Matriculation in the Dental Hygiene program
DHY*209	Fundamentals of Dental Hygiene Theory	**3**	P: Matriculation in the Dental Hygiene program C: DHY 210, DHY 212, and DHY 228
DHY*210	Fundamentals of Dental Hygiene Clinic	**2**	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 212, and DHY 228
DHY*212	Diagnostic Radiography for the Dental Hygienist	**4**	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 210, and DHY 228
DHY*225	Dental Materials for the Dental Hygienist	**2**	P: Matriculation in the Dental Hygiene program
DHY*228	Histology & Oral Anatomy for the Dental Hygienist	**4**	P: Matriculation in the Dental Hygiene program C: DHY 209, DHY 210, and DHY 212
DHY*233	Oral Medicine and Pathology	**2**	None
DHY*239	Dental Hygiene II Theory	**3**	P: C or better in DHY 209, DHY 210, DHY 212, and DHY 228 C: DHY 240
DHY*240	Dental Hygiene II Clinic	**3**	P: C or better in DHY 209, DHY 210, DHY 212, and DHY 228 C: DHY 239
DHY*259	Dental Hygiene III Theory	**3**	P: C or better in DHY 239 and DHY 240 C: DHY 260
DHY*260	Dental Hygiene III Clinic	**4**	P: C or better in DHY 239 and DHY 240 C: DHY 259
DHY*262	Periodontics	**2**	P: C or better in DHY 228, DHY 239, and DHY 240
DHY*264	Pharmacology	**3**	P: C or better in DHY 239 and DHY 240
DHY*267	Community Oral Health I	**3**	P: C or better in DHY 239 and DHY 240
DHY*275	Pain Control and Local Anesthesia for the Dental Hygienist	**3**	P: Matriculating second year dental hygiene student

DHY*279	Dental Hygiene IV Theory	**2**	P: C or better in DHY 259 and DHY 260 C: DHY 280
DHY*280	Dental Hygiene IV Clinic	**4**	P: C or better in DHY 259, DHY 260, DHY 262, and DHY 264 C: DHY 279
Current: DHY*287 New Proposed: DHY*2XX	Current: Community Oral Health II New Proposed: Civic Engagement for the Dental Hygienist	**3**	P: C or better in DHY 259, DHY 260, and DHY 267
	Program Requirement Credits Total	**74**	
	Required Credits Pre-Admission	**19**	
	Required Credits Post-Admission	**55**	
	General Education Core Credits Total	**22**	
	Gen Ed Credits Pre-Admission	**16**	
	Gen Ed Credits Post-Admission	**6**	
	Program Credits Total	**96***	
	Program Credits Pre-Admission	**35**	
	Program Credits Post-Admission	**61**	

*Note: The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name: Advanced English Proficiency Certificate

Certificate Description:
The English as a Second Language (ESL) Certificate of Advanced English Proficiency provides non-native speakers of English with personal and professional development opportunities, encourages lifelong learning, and provides employers with measurable proof of proficiency in English. Each of the courses in the program addresses English language skills and abilities necessary for success in academic studies or in careers. The curriculum includes general college courses in composition, literature, and speech, as well as ESL. Students may also use this certificate in their native countries as verification of their advanced language study and proficiency in the English Language. Both full and part-time students whose native language is not English are eligible for this program.

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

1. Write with precision and detail in a variety of contexts.
2. Comprehend diverse texts which are conceptually abstract and linguistically complex.
3. Understand extended spoken discourse on contextualized and abstract topics such as in lectures, speeches, and reports.
4. Express their own ideas with fluency, accuracy and comfort and participate effectively in discourse on practical, academic, social and professional topics.

Certificate Program Requirements (21 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
	Required classes – the three classes listed below are required		
Current: ESL 152 New Proposed: ESL XXXX	ESL Level IV Low Advanced	**6**	P: ESL level III with a C grade or better or placement into the level through ESL multiple measure placement method or permission of coordinator/ department chair.
Current: ESL 162 New Proposed: ESL XXXX	ESL Level V High Advanced	**6**	P: ESL level IV with a C grade or better or placement into the level through ESL multiple measure placement method or permission of coordinator/ department chair.
ENG 101	Composition	**3**	TBD
	Directed Communication Electives – choose one from the list below	**3**	
Current: ESL 157 New Proposed: ESL XXXX, COM 100, COM 172, COM	ESL Oral Communication IV (ESL XXXX), Introduction to Communication (COM 100), Interpersonal Communication		ESL XXXX–P: ESL level III with a C grade or better or placement into the level through ESL multiple measure

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173, OR COM 202	(COM 172), Public Speaking (COM 173), OR Intercultural Communication (COM 202)		placement method or permission of coordinator/ department chair. COM - TBD
	Directed Writing Electives – choose one from the list below	**3**	
ENG 102, ENG 103, ENG 200, HIS 102, HIS 201, HIS 202, HIS 216, POL 111, OR BBG 210	Literature & Composition (ENG 102), Composition II (ENG 103), Advanced Composition (ENG 200), Western Civ II (HIS 102), U.S. History I (HIS 201), U.S. History II (HIS 202), African American History (HIS 216), American Government (POL 111), OR Business Communication (BBG 210)		TBD
	Certificate Program Total Credits	**21**	

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

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Health Care Administration

Current Program [today and Fall 2023 catalog]

The **Health Care Administration (HCA)** degree currently exists only at the Middlesex campus. The degree program utilizes courses from the HIM department that are a part of the specially-accredited Health Information Technology – Data Management and Clinical Coding Certificate. Those courses [HIM*105, HIM*113, and HIM*220] may only be offered at the Middlesex campus. ***The HCA degree is not specially accredited.***

Certification: The degree was designed to prepare students to sit for the American Academy of Professional Coders (AAPC) Certified Physician Practice Manager (CPPM) exam and that is the reason for inclusion of "HIM*" courses. These selected "HIM*" courses cover topics including health information exchange, healthcare reimbursement models, physician credentialing, electronic health records systems, disaster planning, quality management, and other content areas on the CPPM exam.

Online: These [HIM*] courses are offered online and are accessible throughout the state.

Transfer: There is an articulation agreement with Charter Oak State College.

Future Program(s) [after Fall 2023]

Additional Campuses: This program could be offered from a campus other than Middlesex if substitute course options to meet the AAPC CPPM competencies were developed separately from the specially accredited HIM program courses.

Track in Business Administration: It may be practical to merge this program with Business Administration by offering a Health Care Administration track in the Business Administration degree. This program does not exist today but may be developed after Fall 2023.

Medical Auditor: We do not have a program in the system to address the professional coding specialty of auditing physician services. Offering a program track that prepares students for the AAPC Certified Professional Medical Auditor (CPMA) instead of practice management is another possible area for development after Fall 2023.

Summary

This is a new program that opened at Middlesex in Fall 2021. It was developed in response to requests from students and has strong enrollment in the first semester (with no dedicated program marketing). We expect it to grow. We also anticipate that because it is new that it will require some modifications as we gain experience. As noted above, we have already identified some ways to expand and improve the program. In consideration of the timeline for writing the new college catalog for Fall 2023, we present this program for approval as it exists today.

CT State Community College Singular Program Template

Program Name: Health Care Administration

Degree Type: Associate in Science

Program Description: Health Care Administrators develop, plan, and manage health care operations and services. Health Care Administrators apply business and financial management skills in the healthcare environment. The Health Care Administrator needs to understand health care delivery systems, health law, and health information systems.

Graduates of the Health Care Administration program are advised to pursue certification as a physician practice manager by siting for the American Academy of Professional Coders (AAPC), Certified Physician Practice Manager (CPPM) exam.

A physician practice manager manages the business functions of a medical practice. The physician practice manager is responsible for practice operations that may include revenue management, compliance, human resources, information technology, and marketing.

Program Learning Outcomes:

1. Describe basic business accounting practices and financial reports.
2. Explain corporate governance structures and human resource management in healthcare organizations.
3. Articulate the levels of care, providers, and places of services in the health care system and understanding of the healthcare business environment.
4. Interpret regulations and standards to ensure compliance.
5. Apply health care quality management principle and practices.
6. Engage in provider recruitment and credentialing.
7. Interpret insurance payment models and manage the physician practice revenue cycle.

Program Descriptors: Program available fully online; certain HIM courses are only available through the Middlesex campus specially-accredited HIM program including HIM*105, HIM*113, and HIM*220.

General Education Core Courses (22-23 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*167	Math: Principles of Statistics	**3**
3	Arts & Humanities	Any course vetted for Arts & Humanities	**3-4**
4	BIO*115	Scientific Reasoning or Scientific Knowledge & Understanging: Human Biology	**4**
5	HIS*201 or HIS*202	Historical Knowledge: U.S. History I or II	**3**
6	Oral Communication	Any course vetted for Oral Communication	**3**
7	CCS*101	College and Career Success	**3**
		General Education Core Credits	**22-23**

Program Requirements (39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ACC*113	Principles of Financial Accounting	**3**	TBD
BBG*202	Principles of Management	**3**	TBD
BIO*203	Pathophysiology	**3**	TBD
CSA*135	Spreadsheet Applications	**3**	TBD
ECN*101	Principles of Macroeconomics	**3**	TBD
ECN*102	Principles of Microeconomics	**3**	TBD
HIM*101	Medical Terminology	**3**	TBD
HIM*105	Introduction to Health Information Management	**3**	TBD
HIM*113	Healthcare Reimbursement	**3**	TBD
HIM*220	Supervision and Quality Management	**3**	TBD
Any ACC, BBG, BFN, BMG, BMK, or CS* course	Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*)	**3**	TBD
Any ACC, BBG, BFN, BMG, BMK, or CS* course	Directed Elective (ACC, BBG, BFN, BMG, BMK, CS*)	**3**	TBD
Any Written Communication II course	Any course vetted for Written Communication II	**3**	TBD
	Program Requirement Credits	**39**	
	General Education Core Credits	**22-23**	
	Program Total Credits	**61-62**	

Program Name: Paramedic Studies
Option 1: Paramedic Studies
Option 2: Paramedic Studies, Emergency Medical Services Instructor Option
Degree Type: Associate in Science

Program Description: The Associate in Science Degree in Paramedic Studies is designed as an extension to the Paramedic Certificate program. Graduates of this program will be prepared to assume management-level careers in pre-hospital health administration. They will have learned the skills necessary to plan, implement and manage pre-hospital care. The Emergency Medical Services (EMS) Instructor Option prepares the student to apply for CT certification as an EMS Instructor.

Career opportunities available for graduates of this program include employment as supervisors or managers of emergency medical services and as educational coordinators.

Program Learning Outcomes:
Both program options share the following outcomes. Upon successful completion of the paramedic program, the graduate will be able to demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to the the role of entry-level paramedic. The graduate will:

1. Provide advanced emergency medical care for patients who access the emergency medical services (EMS) system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies
5. Utilize knowledge of anatomy, physiology, and pathophysiology to develop advanced patient assessment strategies
6. Demonstate enhanced written, verbal, and non-verbal communication skills
7. Demonstrate enhanced leadership and teamwork abilities

Option 1: In addition to the above shared outcomes, the Paramedic Studies graduate will:

1. Demonstrate an enhanced understanding of the scientific process, research, and evidence-based medicine
2. Demonstrate an understanding of social sciences, arts, and humanties

Option 2: In addition to the above shared outcomes, the Paramedic Studies, Emergency Medical Services Instructor Option graduate will:

1. Demonstrate an understanding of educational theory as it applies to EMS education
2. Demonstrate the ability to teach cognitive, psychomotor, and affective lessons within an EMS curriculum
3. Demonstrate the communication and organizational skills requisite of holding an EMS management position
4. Demonstrate an understanding of EMS program administration, CT-specific legal considerations, and record-keeping responsibilities
5. Demonstrate the ability to assess student performance in all domains of learning

Program Descriptors: The Paramedic Studies Program holds national accreditation through the Committee on Accreditation for the EMS Professions (CoAEMSP), Bedford, Texas.

Our Paramedic Studies program accreditation with The Committee on Accreditation for the EMS Professions requires the completion of the PMD 111, 112, 115, and 211 courses at Connecticut State Community College. No external credit shall be awarded to meet these course requirements.

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General Education Core Courses (22 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*137	Math: Intermediate Algebra	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3**
4	CHE*111 or BIO*235	Scientific Reasoning or Scientific Knowledge & Understanding: Concepts of Chemistry or Microbiology	**4**
5	PSY*111	Social/Behavioral Science: General Psychology I	**3**
6	ENG*102	Written Communication II: Literature and Composition	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**22**

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Core Program Requirements (37 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
SOC*101	Principles of Sociology	**3**	TBD
PMD*111	Paramedic I	**8**	P: Admission to the Emergency Medical Technician (EMT) Paramedic Certificate or Paramedic Studies Degree Program. C: PMD 116 or equivalent transfer credit
PMD*112	Paramedic II	**8**	P: Successful completion of PMD 111 and PMD 116 with a minimum grade of "C" in each course. C: PMD 117 or equivalent transfer credit
PMD*115	Paramedic III	**7**	P: Successful completion of PMD 111, PMD 112, PMD 116, and PMD 117 with a minimum grade of "C" in each course.
PMD*116	Anatomy and Physiology for Emergency Care I	**2**	P: Permission of the Department Chair
PMD*117	Anatomy and Physiology for Emergency Care II	**2**	P: PMD 116
PMD*211	Paramedic IV	**7**	P: Completion of PMD 111, 112, 115, 116, & 117 with a "C" or better.
	Core Program Requirement Credits	**37**	

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Program Differentiated Option #1 Name: Paramedic Studies			
Required Courses (9 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
BBG*210	Business Communications	**3**	TBD
BMG*202	Principles of Management	**3**	TBD
BMG*220	Human Resources Management	**3**	TBD
	Core Program Requirement Credits	**37**	
	Differentiated Option #1 Required Courses	**9**	
	General Education Core Credits	**22**	
	Program Total Credits for Differentiated Option #1	**68**	

Program Differentiated Option #2 Name: Paramedic Studies, Emergency Medical Services Instructor Option			
Required Courses (9 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
EMS*101	Emergency Medical Service Education	**9**	P: Current CT Emergency Medical Technician (EMT) certification, Advanced Emergency Medical Technician (AEMT) certification, or paramedic licensure.
	Core Program Requirement Credits	**37**	
	Differentiated Option #2 Required Courses	**9**	
	General Education Core Credits	**22**	
	Program Total Credits for Differentiated Option #1	**68**	

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Credit Certificate Program Name: Paramedic Certificate

Certificate Description: The Paramedic Certificate Program is designed for students to acquire knowledge and skills in order to provide pre-hospital emergency medical care to those individuals needing advanced life support (ALS). Graduates of the program are skilled in advanced life support necessary to meet the needs of those agencies or institutions providing emergency medical services to the community.

Classroom, simulated laboratory and clinical experiences in the paramedic program include content and practice skills related to the emergency medical care of pre-hospital patients.

Included in the curriculum are certifications in Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Prehospital Trauma Life Support (PHTLS). Upon successful completion of the certificate program, the graduate will be qualified to take the National Registry of Emergency Medical Technicians (NREMT) paramedic exam for national certification as a paramedic. The NREMT certification can then be used to obtain CT licesure as a paramedic. Additional fees are required for exam and state licensure.

Certificate Learning Outcomes:
Upon successful completion of the paramedic program, the graduate will be able to demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to the the role of entry-level paramedic. The graduate will:

1. Provide advanced emergency medical care for patients who access the emergency medical services (EMS) system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies
5. Utilize knowledge of anatomy, physiology, and pathophysiology to develop advanced patient assessment strategies

Certificate Descriptors:
Admission to the certificate program requires current certification as a Connecticut emergency medical technician (EMT) or advanced emergency medical technician (AEMT), current certification in American Heart Association Basic Life Support (BLS), and proof of at least 50 patient contacts in the prehospital environment. Candidates will also need to pass a drug screening, background check, and entrance exam.

Students will be required to maintain a Field Internship Student Acquisition Project (FISDAP) account and have access to a portable web-enabled device for all PMD classes. PMD 211 requires 220 hours of field experience which will occur at EMS agencies around the state.

The certificate program is designed to prepare students to take the National Registry of Emergency Medical Technician (NREMT) paramedic exam. After passing this exam, the graduate will be able to apply for state licensure as a paramedic.

The Paramedic Certificate Program holds national accreditation through the Committee on Accreditation for the EMS Professions (CoAEMSP), Bedford, Texas

All courses taken in this certificate program can lead to the an associate degree in Paramedic Studies program.

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Certificate Program Requirements (34 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
PMD*111	Paramedic I	**8**	P: Admission to the Emergency Medical Technician (EMT) Paramedic Certificate or Paramedic Studies Degree Program. C: PMD 116 or equivalent transfer credit
PMD*112	Paramedic II	**8**	P: Successful completion of PMD 111 and PMD 116 with a minimum grade of "C" in each course. C: PMD 117 or equivalent transfer credit
PMD*115	Paramedic III	**7**	P: Successful completion of PMD 111, PMD 112, PMD 116, and PMD 117 with a minimum grade of "C" in each course.
PMD*116	Anatomy and Physiology for Emergency Care I	**2**	P: Permission of the Department Chair
PMD*117	Anatomy and Physiology for Emergency Care II	**2**	P: PMD 116
PMD*211	Paramedic IV	**7**	P: Completion of PMD 111, 112, 115, 116, & 117 with a "C" or better.
	Certificate Program Total Credits	**34**	

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

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Program Name: CSCU Pathway Transfer Degree: Physics Studies

Degree Type: A.A.

Program Description:
The CSCU Pathway Transfer Degree: Physics Studies, A.A. degree program prepares students primarily for transfer to complete a B.S. degree in physics. Graduates will receive a background in mathematics, science, and general education courses for seamless transfer of all credits and junior status in a B.S. degree at Connecticut State Universities.

Program Learning Outcomes: Students completing this degree will be prepared to transfer to the CSUs as an incoming Junior, and will be able to:

1. Communicate using terminology appropriate to Physics Studies.
2. Understand conceptual, theoretical and experimental methods used in Physics, and their applications to other fields and disciplines
3. Develop critical thinking, and analytical and computational problem-solving skills.
4. Recognize the broader impact of Physics in Society.

Program Descriptors: With this degree you will be able to transfer to the following majors.
At Central Connecticut State University: Physics, B.S.
At Southern Connecticut State University: Physics, B.S. Physics, B.A.

Framework30 General Education Core Courses (30-34 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition (Written Communication I)	**3**
2	MAT*254	Calculus 1 (Quantitative Reasoning ()	**4**
3		Arts and Humanities – any course vetted for competency	**3**
4	CHE*121	General Chemistry 1 (Scientific Reasoning)	**4**
5		Social Phenomena – any course vetted for competency	**3**
6	ENG*102	Literature and Composition (Written Communication II)	**3**
7	CHE*122	General Chemistry 2 (Scientific Knowledge and Understanding)	**4**
8		Historical Knowledge – any course vetted for competency	**3**
9		Oral Communication – any course vetted for competency Recommended COM*173	**3**
10	CCS*101	College and Career Success	**3**
		General Education Core Credits	**33**

Program Requirements (30 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
MAT*256	Calculus II	4	Pre: MAT*254
MAT*268	Calculus III : Multivariable	4	Pre: MAT*256
MAT*285 MAT*286	Differential Equations	3-4	Pre: MAT*256
PHY*221	Calculus-Based Physics I	4	Pre: MAT*254
PHY*222	Calculus-Based Physics II	4	Pre: MAT*256, PHY*221
	Additional General Education I – Creativity - any course vetted for competency	3	
	Additional General Education II – Global Knowledge - any course vetted for competency	3	
	Unrestricted Electives*# - **#** If you have not taken Physics in high school, you should use this elective to take PHY 110 Introductory Physics ***** You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use some of 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 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.	3	
	Program Requirement Credits	**28-29**	
	General Education Core Credits	**33**	
	Program Total Credits	**61-62**	

Program Name: Radiation Therapy Program

Degree Type: Associate of Science

Program Description:

The mission of the Radiation Therapy Programs is to provide a learner centered Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited educational program that will render qualified and compassionate radiation therapists for the community.

Program Learning Outcomes:

- Graduates will pass the American Registry of Radiologic Technology (ARRT) exam on the first attempt and score at or above the national average.
- Graduates will obtain employment in radiation therapy.
- The program will provide competent graduates for the community.
- Students will be satisfied with didactic course instruction.
- Students will be satisfied with clinical instruction.

- Students will demonstrate critical thinking.
- Students will demonstrate effective communication skills.
- Students will exhibit ethical and professional behaviors appropriate for a health care professional.
- Students will demonstrate specific skills necessary to be competent entry level Radiation Therapy Professionals.

Program Descriptors:

The Radiation Therapy associate degree program enables graduates to work as radiation therapists. Radiation therapy uses high energy X-rays to treat diseases, primarily cancer. Using highly specialized computerized equipment, the radiation is targeted to abnormal cells while minimizing the side effects. The Radiation Therapist is a vital member of the health care team in the Radiation Oncology Department. This individual is responsible for administering, monitoring, and documenting the prescribed course of treatment from the radiation oncologist. The Radiation Therapist is involved in assessing the physical and emotional needs of the patients and making the appropriate referrals. This unique profession combines technical and interpersonal skills and offers many career possibilities available to trained radiation therapists, including management, dosimetry, education, applications specialist, sales, and technology-related fields.

The Radiation Therapy programs at Gateway and Manchester campuses each have their own individual accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, Phone: (312) 704-5300, Fax: (312) 704-5304, Web: www.jrcert.org, email: mail@jcert.org. Per accreditation requirements, each program must maintain separate JRCERT accreditation and follow the ***JRCERT Standards for an Accredited Program in Radiologic Technology.***

Admission requirements

The Radiation Therapy programs at the CT State Community College are selective admission programs.

Admissions Procedure:

1. All students must first apply to CT State College.
2. Unless waived, all applicants must take placement tests in reading, English, and mathematics.
3. Attendance at one program specific information session.
4. Students must have a 2.7 GPA
5. Complete the following prerequisite courses
   ENG*101 (3 credits) – Composition (C or higher)
   BIO*211 (4 credits) – Anatomy & Physiology I (C or higher taken within past five years of program start date)*
   BIO*212 (4 credits)– Anatomy & Physiology II (C or higher taken within past five years of program start date)
   MAT*186 (4 credits) – Precalculus (C or higher taken within past five years of program start date)
   *Note that enrollment in BIO*211 may require completion of pre-requisite science courses
6. Submit official copies of all transcripts.
7. Participate in an interview.

Students in this program are responsible for expenses including but not limited to uniforms, physical examinations and blood work, travel to clinical sites, parking, meals, CPR training, background check and toxicology screening, dosimeters, textbooks, liability insurance, Trajecsys and Castle Branch. Specific information about these costs is available on the Radiation Therapy webpage and in the Radiation Therapy Program Student Handbook. Financial aid information is available through the College Financial Aid office.

Graduation Criteria

All program students must complete the following to receive an associate degree from the program. See the student handbook for complete details.

- Complete all didactic curricula with a final grade of C or better.
- Complete all clinical curricula with a final grade of C or better.
- Complete all competency exams with a final grade of 100%.
- Maintain all hospital and program standards as outlined in the program handbook.

Graduates of the program are eligible to take the American Registry of Radiologic Technologists (ARRT) national certification examination.

Clinical Curriculum

The structure of the curriculum is such that courses are offered in sequence and progress in complexity. It offers appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements established by the ARRT.

Gateway Campus Clinical instruction will take place at the following sites:

- Yale-New Haven Hospital Smilow Cancer Hospital, New Haven, CT
- McGivney Cancer Care at Yale-New Haven Hospital Hamden Campus, Hamden, CT; Yale-New Haven Hospital
- Shoreline Medical Center Guilford, Guilford, CT
- Danbury Hospital, Danbury, CT
- Bridgeport Hospital-Norma F. Pfriem Cancer Institute, Trumbull, CT
- Lawrence and Memorial Hospital, Waterford, CT

- Greenwich Hospital, Greenwich, CT

Manchester Campus Clinical Instruction will take place at the following sites:

- Hartford Hospital Radiation Oncology Department, Hartford, CT
- Mid-State Medical Center Radiation Oncology Department, Meriden, CT
- UConn Health Center - John Dempsey Hospital, Farmington, CT
- Middlesex Memorial Hospital, Middlesex, CT.
- DeQuattro Community Cancer Care, Manchester, CT
- St. Francis Care, Hartford, CT
- Hospital of Central Connecticut
- Enfield Cancer Center, Enfield CT

Note: Students are responsible for their own transportation to and from class and clinical assignments.
Due to standards from The Joint Commission, students are advised that the healthcare facilities to which they are assigned for clinical rotations may require that they submit a criminal background check, required immunization records and other documentation needed to meet the standards. CT State Community College cannot be responsible for finding an alternate clinical placement for a student who fails to meet the required hospital requirements. A student who is unable to complete the required clinical experience will be unable to complete the requirements for the associate degree in Radiation Therapy but may be able to apply some or all of the credits completed to an associate degree in General Studies. Students are advised to meet with a Counselor to discuss degree completion requirements.

General Education Core Courses			
Course Number		**Course Name**	**# Of Credits**
1	ENG*101	English Composition [pre-admission requirement]	**[3]**
2	MAT* 186	Precalculus [pre-admission requirement]	**[4]**
3	COM*172 or COM 173	Public speaking or interpersonal communication	**3**
4	BIO*121	General Biology** [pre-admission requirement]	**[4]**
5	PSY*111	General Psychology	**3**
6	ENG*200	Advance composition	**3**
7	CSC*101	College & Career Success	**3**
		Program General Education Core Credits	**12**
		Pre-program General Education Core Credits	**11**

** Or any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding.

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
BIO*211	Anatomy and Physiology I [pre-admission requirement]	**[4]**	Bio 105 and Chem 111 or Bio 121 Co-req: none
BIO *212	Anatomy and Physiology II [pre-admission requirement]	**[4]**	Pre-req: BIO *211 Co-req: none
BIO*218 / RDT *xxx	Understanding Cancer	**3**	Pending Bio approval _____ Current Eligibility for ENG *101, BIO*105, 115 or 121 with "C" or better; Co-req: none
RST *200	Cross Sectional Anatomy (combined with radiography)	**3**	Pre-req: BIO *211 and 212 Co-req: none
PHY*105 Manchester campus RDT *105 Gateway campus RST xxx	Radiologic Science Physics (combined with radiography) PHY*105 and RDT*105 aligned to RST XXX	**3**	Pre-req: Acceptance of the program Co-req: none
RDT *101	Principles and Practice of Radiation Therapy I	**3**	Pre-req: Acceptance of the program Co-req: RDT*111
RDT*102	Principles and Practice of Radiation Therapy II	**3**	RDT *101 Co-req: RDT 113
RDT*111	Clinical Practice I	**2**	Pre-req: Acceptance of the program Co-req: RDT *101
RDT *112	Clinical Practice II (winter intersession)	**1**	Pre-req: RDT *101 and RDT*111 Co-req: none
RDT *113	Clinical Practice III	**2**	Pre-req: RDT *112 Co-req: RDT *102 and RDT *220
RDT *114	Clinical Practice IV (summer)	**3**	Pre-req: RDT *113 Co-req: none
RDT *202	Principles and Practice of Radiation Therapy III	**3**	Pre-req: RDT *102 Co-req: RDT *211 and RDT*222
RDT *203	Principles and Practice of Radiation Therapy IV	**3**	Pre-req: RDT *202 Co-req: RDT *213 and RDT*223
RDT *211	Clinical Practice V	**3**	Pre-req: RDT *114 Co-req: RDT *202, and RDT *222

Program Requirements (36-39 credits)			
RDT *212	Clinical Practice VI (winter intersession)	**1**	Pre-req: RDT *211 Co-req: none
RDT *213	Clinical Practice VII	**3**	Pre-req: RDT *212 Co-req: RDT *203 and RDT *223
RDT *220	Treatment Planning I	**3**	Pre req: RDT *101, RDT *105 Gateway campus, PHY*105 Manchester campus Co-req: RDT *102 and RDT *113
RDT *221	Treatment Planning II	**3**	Pre req: RDT *220 Co-req: RDT *202
RDT *222	Radiation Oncology I	**2**	Pre req: RDT *102 Co-req: RDT *202
RDT *223	Radiation Oncology II	**2**	Pre req: RDT *222 Co-req: RDT *203
RDT *224 RAD*222	Radiobiology and Protection	**3**	Pre-req: RDT *105 Gateway campus, PHY *105 Manchester campus Co-req: none
RDT *225	Radiation Therapy Physics	**3**	Pre-req: RDT *105 Gateway campus, PHY *105 Manchester campus RDT*102 Co-req: none
RDT *240	Operational & Quality Management in Radiation Therapy	**2**	Pre-req: RDT*102 and RDT*220 Co-req: none
RDT *250 To be added RAD*295	Radiologic Science Seminar	**3**	Pre-req: RDT *202, RDT *221 Co-req: RDT *213
	Program Requirement Credits	**56**	
	Pre-program requirement credits	**8**	

Program Differentiated Option #1 Name: Gateway Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
RST * 100	Introduction to Patient Care for Radiologic Sciences	**2**	Pre-req: Acceptance into program. Co-req: none
RST *100L	Introduction to Patient Care for the Radiologic Sciences Lab	**1**	Pre-req: Acceptance into program. Co-req: none
	Gateway Campus Requirement Credits	**3**	
	Program Requirement Credits with Differentiated Option #1	**59**	
	General Education Core Credits	**12**	
	Total Program Credits for Differentiated Option #1	**71***	
	Pre-program Credits	**19**	

Program Differentiated Option #2 Name: Manchester Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# Of Credits**	**Pre-req./Co-req. Course #**
RAD*121 to be an RST*	Radiologic Science Patient Care	**3**	Pre-req: Acceptance into the program. Co-req: none
	Manchester Campus Requirement Credits	**3**	
	Program Requirement Credits with Differentiated Option #2	**59**	
	General Education Core Credits	**12**	
	Total Program Credits for Differentiated Option #2	**71***	
	Pre-program Credits	**19**	

*Note: The BOR previously granted a credit normalization waiver for the Radiation Therapy program at 71 credits.

Program Name:
Railroad Engineering Technology

Degree Type:
Associate in Science

Program Description:
Railroad Engineering Technology will prepare students for employment in the railroad industry within a career path for maintaining and repairing railcars through a degree orientation in electromechanical equipment. Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level maintenance of equipment positions. The program reflects current skills needed within job positions that require electromechanical knowledge and skills.

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

- Demonstrate and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security
- Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree
- Demonstrate a basic understanding of the operation of railcar electromechanical systems
- Conduct entry-level troubleshooting and repairs of electromechanical systems on railcars
- Be prepared to take an application exam on electromechanical skills for employment in the railroad industry

Program Descriptors:
Railroad Engineering Practicum Information: Practicum experiences may be assigned during daytime, evening or weekend hours; assignments are subject to change based upon availability of practicum sites and numbers in groups; practicum sites could be within an hour radius of the college and may require a mandatory parking fee; students must make their own travel arrangements during the program. Practicum learning experiences are planned as an integral part of the railroad engineering technology courses, and are held at a variety of railroad settings, such as the Shoreline Trolley Museum/Branford Railway and the Railroad Museum of New England/Naugatuck Railroad. This program is offered at the Gateway Campus.

Criminal Background Checks & Toxicology Screening: Practicum sites may now require criminal background checks and/or toxicology screening (drugs/alcohol) be completed on any student who will be attending a practicum rotation at those sites. Students must follow instructions for obtaining a background and/or toxicology screening at the college if necessary. Students who are found guilty of having committed a felony/misdemeanor and/or are found to have a positive toxicology screen may be prevented from participating in practicum exercises. Those who cannot participate in a practicum at an assigned facility, may not be able to complete the objectives of the course and of the program. Specific situations are reviewed by college personnel.

CT State Community College Unique Program Template

General Education Core Courses			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 115	Mathematics for Science and Technology	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 109	Scientific Reasoning/Scientific Knowledge + Understanding : Fundamentals of Applied Physics (*OR Higher*)	4
5	ECN* 101	Social/Behavioral Science: Macroeconomics	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
		General Education Core Credits:	**22-23**

Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Prereq./Coreq. Course #**
CET 116	Computer Applications for Technology	3	
CET Elective	Choose one from CET 126 or CET 210	4	
EET* 103	Fundamentals of Electricity	4	
EET* 110	Electric Circuits I	4	**Prereq:** MAT* 095 or Higher OR Placement in MAT* 137 or Higher
MEC* 234	Electromechanical Controls	4	**Prereq:** MAT* 095
RET* 101	History of Railroading	3	**Coreq:** ENG 043/073 OR Placement in ENG* 063 or Higher
RET* 110	Careers in the Railroad	2	**Prereq:** RET 101
RET* 120	Railroad Rules, Regulations, Standards & Practices	3	**Prereq:** RET 101
RET* 220	Safety in the Railroad Workplace	3	**Prereq:** RET* 120
RET* 230	Reading & Interpreting Railroad Diagrams	2	**Prereq:** EET 110
RET* 240	Railroad Pneumatics and Hydraulic Controls	4	**Coreq/Prereq:** MEC* 234
RET* 242	Railroad HVAC Systems	4	**Prereq:** MEC* 234
RET* 244	Railroad Electromechanical Troubleshooting	4	**Prereq:** MEC* 234
RET* 270	Practicum in Passenger Railroad Technology	1	**Prereq:** RET* 220
	Program Requirement Credits:	**45**	
	General Education Core Credits:	**22-23**	
	Total Program Credits:	**67-68#**	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name:
Railroad Engineering Technology: Signaling and Communications Option

Degree Type:
Associate in Science

Program Description:
The Railroad Engineering Technology Signaling and Communications option will prepare students for employment in the railroad industry for maintaining and repairing rail line and railcars where signaling and communications systems are used. Graduates will be prepared for technical application exams commonly administered by railroad companies for entry-level signaling and switching positions. The program reflects current skills needed within job positions that require electronic and communications knowledge and skills. This program is offered at the Gateway Campus.

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

- Demonstrate and have an understanding of typical railroad rules and regulations, including changes that are a result of accidents and imposed by Homeland Security
- Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical-oriented degree
- Demonstrate a basic understanding of the operation of railcar signaling and communication systems
- Conduct entry-level troubleshooting and repairs on signaling and communications systems along rail lines and on railcars
- Be prepared to take an application exam on signaling and communications skills for employment in the railroad industry

Program Descriptors:
Railroad Engineering Practicum Information: Practicum experiences may be assigned during daytime, evening or weekend hours; assignments are subject to change based upon availability of practicum sites and numbers in groups; practicum sites could be within an hour radius of the college and may require a mandatory parking fee; students must make their own travel arrangements during the program. Practicum learning experiences are planned as an integral part of the railroad engineering technology courses, and are held at a variety of railroad settings, such as the Shoreline Trolley Museum/Branford Railway and the Railroad Museum of New England/Naugatuck Railroad.

Criminal Background Checks & Toxicology Screening: Practicum sites may now require criminal background checks and/or toxicology screening (drugs/alcohol) be completed on any student who will be attending a practicum rotation at those sites. Students must follow instructions for obtaining a background and/or toxicology screening at the college if necessary. Students who are found guilty of having committed a felony/misdemeanor and/or are found to have a positive toxicology screen may be prevented from participating in practicum exercises. Those who cannot participate in a practicum at an assigned facility, may not be able to complete the objectives of the course and of the program. Specific situations are reviewed by college personnel.

General Education Core Courses (23-24 Credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 115	Mathematics for Science and Technology	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 109	Scientific Reasoning/Scientific Knowledge + Understanding : Fundamentals of Applied Physics (*OR Higher*)	4
5	ECN* 101	Social/Behavioral Science: Macroeconomics	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning and Information Literacy: CCS 101 College and Career Success	3
		General Education Core Credits:	**22-23**

Program Requirements (41 Credits)			
Course Number	**Course Name**	**# of Credits**	**Prereq./Coreq. Course #**
CET 116	Computer Applications for Technology	3	
CET Elective	Choose one from CET 126 or CET 210	4	
EET* 103	Fundamentals of Electricity	4	
EET* 110	Electric Circuits I	4	**Prereq:** MAT* 095 or Higher OR Placement in MAT* 137 or Higher
MEC* 234	Electromechanical Controls	4	**Prereq:** MAT* 095 OR Sufficient score on the mathematics placement test
RET* 101	History of Railroading	3	**Coreq:** ENG 043/073 OR Placement in ENG* 063 or Higher
RET* 110	Careers in the Railroad	2	**Prereq:** RET 101
RET* 120	Railroad Rules, Regulations, Standards & Practices	3	**Prereq:** RET 101
RET* 220	Safety in the Railroad Workplace	3	**Prereq:** RET* 120
RET* 250	Railroad Signaling & Switching	4	**Prereq:** EET* 110 AND RET* 120
RET* 252	Railroad Communications	4	**Prereq:** RET* 250
RET* 254	Railroad Maintenance, Troubleshooting and Repair	4	**Prereq:** MEC* 234
RET* 270	Practicum in Passenger Railroad Technology	1	**Prereq:** RET* 220
RET* 271	Practicum in Freight Railroad Technology	1	**Prereq:** RET* 220
	Program Requirement Credits:	**44**	
	General Education Core Credits:	**22-23**	
	Total Program Credits:	**66-67#**	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name: Surgical Technology

Degree Type: Associate of Science

Program Description:
Surgical Technologists are integral members of the surgical team who work closely with surgeons, registered nurses, and anesthesia personnel. Surgical Technologists are also responsible for assembling and organizing all the specialized instruments, equipment and tools needed for a wide variety of surgical procedures. They are experts in sterile technique and are responsible for maintaining the sterile field during surgery.

Program Learning Outcomes:

Upon successful completion of the program, the graduate will:

- Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care.
- Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience.
- Demonstrate safe practice in the role of Surgical Technologist.
- Display competence in technical skills and aseptic technique in the perioperative environment.
- Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist.
- Organize the intraoperative environment efficiently as a member of the surgical team.
- Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist.

Program Descriptors:

Mission statement
The Surgical Technology Program prepares students to be competent entry-level Surgical Technologists in the cognitive, psychomotor, and affective learning domains. Graduates will qualify to become certified through the **National Board of Surgical Technology and Surgical Assisting (NBSTSA)** examination.

Accreditation; exams

Approval and Accreditation
The Surgical Technology Program at Housatonic & Gateway Community College are licensed by the Connecticut Board of Regents and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Certification
Upon successful completion of the program, students will be eligible to take the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certifying examination for Surgical Technologists. A passing score on this exam will grant the student status as a Certified Surgical Technologist, employable in all 50 states.

Admission process/ **Admission Requirements**

- Submit CT State Community College general application
- Submit all required documents (transcripts and immunizations) to the admission department
- Attend an information session
- Successfully complete fall first term courses (ENG 101, MAT 109 or higher, HIM 101 or MED 125, CCS 101 with a

minimum grade of C, and BIO 115 with a minimum grade of C+ and within 5 years of acceptance).

- Meet the minimum technical standard of the Surgical Technology Profession.
- Submit Surgical Technology Program application
- Go to http://my.commnet.edu
- Login using your NetID & password (for example: 01234567@student.commnet.edu)
- Click on "Banner Student & Faculty Self-Service" (upper right corner of the page)
- Select Housatonic campus or Gateway campus
- scroll right and click the "Selective Programs" tab
- Click "Allied Health Programs". You will then be directed to the Surgical Technology Application: Gateway campus or Housatonic campus
- Housatonic or Gateway campus Surgical Technology Application.

General Education Core Courses (22-23 credits)			
Course Number		**Course Name**	**# Of Credits**
1	ENG*101	English Composition	**3**
2	MAT*109 or higher	Quantitative Literacy	**3**
3	Any elective	Arts and Humanities: any course vetted for TAP	3-4
4	BIO*115	Human Biology	4
5	PSY*111	General Psychology	**3**
6	ENG*102 Or ENG*200 Or ENG*202	Literature and Composition Or Advanced Composition Or Technical Writing	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**22-23**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
SUR*109	Microbiology for Surgical Technologist	**2**	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 110, SUR 111, ENG 102 or ENG 202
SUR*110	Operating Room Techniques	**4**	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 109, SUR 111, ENG 102 or ENG 202
SUR*111	Operating Room Skills Seminar	**4**	ENG 101, CSA 105, HIM 101 or MED 125 or BOT 180, MAT 104, 109 or higher, BIO 115/SUR 110, SUR 109, ENG 102 or ENG 202
SUR*211	Clinical Surgical Experience I	**6**	SUR 109, SUR 110, SUR 111, ENG 102 or ENG 202, SUR 213, SUR 215, PSY 111
SUR*212	Clinical Surgical Experience II	**6**	SUR 211, SUR213, PSY 111, /SUR 214, SUR 250
SUR*213	Surgical Procedures I	**3**	SUR 109, SUR 110, SUR 111, ENG 102 or ENG 202, SUR 211, SUR215, PSY 111
SUR*214	Surgical Procedures II	**3**	SUR 211, SUR 215, SUR 213, PSY 111/ SUR 212, SUR 250
SUR*215	Surgical Technology Pharmacology	**3**	SUR 109, SUR

			110, SUR 111, ENG 102 or ENG 202, /SUR 211, SUR 213, PSY 111
SUR*250	Advanced Seminar for Surgical Technologist	**3**	SUR 211, SUR 213, SUR 215, PSY 111/ SUR 212, SUR 214
HIM*101 or MED*125 or BOT 180	Medical Terminology	**3**	TBD
CSA*105	Computer Software Application	**3**	TBD
	Program Requirement Credits	**40**	
	General Education Core Credits	**22-23**	
	Program Total Credits	**62-63**	

Program Name: **Therapeutic Recreation**

Degree Type: **Therapeutic Recreation, A.S**

Program Description:

Therapeutic Recreation is a specialized allied health field within the recreation profession. According to the American Therapeutic Recreation Association (ATRA) "Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illness/and or disabling conditions, as a means to psychological health, recovery and well-being."
The Therapeutic Recreation associate degree is designed to address the need for a degree beyond the Therapeutic Recreation certificate. In addition to earning the Therapeutic Recreation Director (TRD) certification within the associate degree, a graduate from the associate degree in Therapeutic Recreation will have potential advancement opportunities in the field. This could include supervisory opportunities within the Therapeutic Recreation department in a long-term care setting or other health care settings working with an older population.
The associate degree in Therapeutic Recreation will also prepare students to work in a variety of therapeutic recreation settings such as rehabilitation facilities, correctional centers, group homes, community-based programs serving individuals with special needs and facilities for individuals with disabilities.
Students can expect to find employment upon completion of this degree program in a variety of Therapeutic Recreation settings or transfer to a baccalaureate institution in Therapeutic Recreation.

Program Learning Outcomes: Upon successful completion of all Therapeutic Recreation associate degree program requirements the graduate will:

1. Demonstrate the ability to understand and apply the necessary skills required of a Therapeutic Recreation professional in a variety of therapeutic recreation settings.
2. Demonstrate knowledge of the varied needs of individuals identified as having special needs and the positive outcomes of the therapeutic recreation interventions by utilizing evidence-based practice modalities.
3. Demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic programs for individuals with special needs within both a therapeutic and community setting.
4. Demonstrate the ability to conduct a variety of therapeutic modalities, interventions, and facilitation techniques to meet the varied needs of individuals within the therapeutic recreation setting.
5. Demonstrate leadership, interpersonal and communication skills within the classroom setting and though work experience within a therapeutic recreation setting.
6. Demonstrate professional behavior consistent with the therapeutic recreation code of ethics while participating in supervised internship experiences within the program.

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

Program Descriptors:

Admission requirements: Open enrollment. Students may enroll in this program full -time or part-time and can attend day or evening classes.
Background checks may be required at internship setting.
Medical immunizations (Flu vaccine & Covid vaccine) may be required
National exams: There is no national exam for this level of education (associate degree in Therapeutic Recreation). Students may continue their education at a baccalaureate institution in Therapeutic Recreation and become qualified to sit for the national exam offered by the National Council for Therapeutic Recreation Certification (NCTRC) to become certified as a certified therapeutic recreation specialist (CTRS).

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# Of Credits**
1	ENG*101	English Composition	**3**
2	Math*109 Math*165	Quantitative Literacy or Elementary Statistics with Computer Applications	**3-4**
3	Arts & Humanities	Course vetted for TAP Arts and Humanities Choose 1 from: ARC 102, ART, Com, DGA, ENG, ESL (top 2 levels) GRA, HUM, MUS, PHI, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	**3-4**
4	BIO*115	Human Biology	**4**
5	PSY 111	General Psychology	**3**
6	COM*173	Public Speaking	**3**
7	CCS*101	College Career Success	3
		General Education Core Credits	**22-24**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
SOC 120 or HSE 210 or PSY 105	Group Dynamics or Group & Interpersonal Relationships or Group Dynamics	**3**	TBD
TREC 121	Introduction to Therapeutic Recreation	**3**	Pre-Req: None Co-Req: None
TREC 122	Process and Techniques in Therapeutic Recreation	**3**	Pre-req: None Co-req: None
TREC 221	Therapeutic Recreation Program Planning	**3**	Pre-req: TREC 121, PSY111, ENG 101 or permission of the coordinator. Co-req: None
TREC 223	Therapeutic Recreation Leisure & Aging	**3**	Pre-Req: None Co-req: None
TREC 215 or HSE 247	Therapeutic Recreation Leadership & Supervision or Supervisor's Seminar	**3**	Pre-req: TREC 121 for TREC track Co-req: None
SSC 294 or HSE 281	Cooperative Education/Work Experience or Field Work	**3**	Pre req: Completion of all TREC courses (except TREC 295) and permission of the instructor for TREC track, Co-req: None
PSY 201	Life Span Development	**3**	TBD
PSY 245	Abnormal Psychology	**3**	TBD
TREC 295	Professional Practicum in Therapeutic Recreation	4	Pre-Req: TREC 121, 122, 221, 223, and 215 or HSE 247 and SSC 294 or HSE 281 Co-req: None

CT State Community College Common Program Template			
PSY 163	Children with Disabilities	**3**	TBD
PSY 173	Adults with Disabilities	**3**	TBD
HSE 101	Introduction to Human Service	**3**	TBD
		40	
	Program Requirement Credits	**40**	
	General Education Core Credits	**22-24**	
	Program Total Credits	**62-64**	

CT State Community College Common Certificate Template

Credit Certificate Program Name: Therapeutic Recreation (TREC)

Certificate Description: The Therapeutic Recreation (TREC) Certificate program is designed to prepare individuals for employment in the workplace as a Therapeutic Recreation Director (TRD) in the State of Connecticut. Students in the certificate program meet the standards established in the Public Health Code of the State of Connecticut which emphasizes that quality patient care will be provided by graduates to individuals in chronic, long term care facilities such as assisted living facilities, convalescent nursing homes, other care facilities with nursing supervision, and community settings.

Certificate Learning Outcomes:
The Therapeutic Recreation Certificate is dedicated to educating and training students to become competent professionals in the field. Graduates will:

1. Meet the state health code requirements to hold the position of therapeutic recreation director (TRD) in the State of Connecticut.
2. Demonstrate the ability to comprehend and apply the necessary skills required of a therapeutic recreation director.
3. Demonstrate the ability to comprehend the needs of individuals with special needs and the positive outcomes of therapeutic recreation intervention.
4. Demonstrate the ability to successfully assess, plan, implement, and evaluate therapeutic recreation programs for individuals with special needs both in a clinical and community setting.
5. Demonstrate leadership, interpersonal, and communication skills necessary to work in a health care or community-based setting.

Certificate Descriptor: Therapeutic recreation is a specialized allied health field within the recreation profession. It is associated with leisure aspects of medical treatment and therapeutic recreation which attempts to physically and socially rehabilitate patients who have chronic physical, social, and psychological disabilities. The services focus on giving patients an opportunity to participate in recreational, leisure, and group activities specifically designed to aid in the recovery of adjustment to illness, disability, or a specific social problem.

Certificate Program Requirements (30 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
TREC 121	Introduction to Therapeutic Recreation	**3**	Pre-req: None Co-req: None
TREC 122	Processes and Techniques in Therapeutic Recreation	**3**	Pre-req: None Co-req: None
TREC 221	Therapeutic Recreation Program Planning	**3**	Pre-req: TREC 121, PSY 111, ENG 101 or permission of coordinator Co-req: None
PSY 111	General Psychology	**3**	TBD
ENG 101	Composition	**3**	TBD
HSE 101	Intro to Human Services	**3**	TBD

TREC 223	Therapeutic Recreation* Leisure & Aging	**3**	Pre-req: None Co-req: None
SSC 294 or HSE 281	Cooperative Education /Work Experience or Field Work	**3**	Pre-req: Completion of all TREC coursework and permission of coordinator for TREC track Co-req: None
SOC 120 or HSE 210 or PSY 105	Group Dynamics or Group & Interpersonal Relationships or Group Dynamics	**3**	TBD
TREC 215 or HSE 247	Therapeutic Recreation*Leadership & Supervision or Supervisors' Seminar	**3**	Pre-req: TREC 121 for TREC track Co-req: None
	Certificate Program Total Credits	**30**	

***** Therapeutic Recreation added to the title as a requirement of National Council for Therapeutic Recreation Certification (NCTRC)

Credit Certificate Program Name:
Water Management

Certificate Description:
The Water Management Certificate covers the operation of water treatment plants from both ground and surface water sources, as well as the water distribution systems that deliver treated water to residential, commercial, industrial, and government customers. Connecticut continually needs qualified individuals in the water treatment and distribution areas to fill positions in the increasing number of facilities.

Certificate Learning Outcomes:
Successful completion of the program provides the necessary education requirements to take the CT Department of Public Health's highest-class water industry license examinations (Class IV Water Treatment and Class III Distribution). If successful, graduates are licensed as Operators-in-Training; OIT licenses become full licenses after work experience requirements are met. CT DPH licenses are recognized by most other states.

Certificate Descriptors:
Certification by the CT Department of Public Health Drinking Water Section is required to operate water treatment and distribution facilities. The Water Management Certificate program offers a sequence of courses to prepare students for the Connecticut Department of Health certification examinations.
This program is offered at the Gateway Campus

Certificate Program Requirements (15 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
CWM* 106	Introduction to Utility Management	3	None
ENV* 110	Environmental Regulations	3	None
WMT* 101	Water Treatment & Distribution	6	None
WMT* 102 OR WMT* 103	Special Topics in Water Treatment OR Special Topics in Water Distribution	3	None
	Certificate Program Total Credits:	**15**	

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2022 Commencements

Institution	Nominee	Commencement
Capital Community College	**Carmen Milagros Saez**	
Central Connecticut State University	**Lin Manuel Miranda**	
Charter Oak State College	**Cynthia James**	
Eastern Connecticut State University	**Lena Rodriguez**	
Gateway Community College	**Dr. Peter Salovey**	
Housatonic Community College	**Carolyn Vermont**	
Naugatuck Valley Community College	**Dr. Stacey Sacks**	

A True Copy:

_____

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

ITEM
Approval of Nominations for Honorary Degrees

BACKGROUND
Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE
The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION
The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

03/11/2022 – BOR Academic & Student Affairs Committee
03/24/2022 – Board of Regents

CAPITAL
Community
COLLEGE

Office of the CEO
G. Duncan Harris, Ed.D.
Chief Executive Officer

March 3, 2022

RE: Honorary Degree Candidate for Capital Community College

To BOR Academic and Student Affairs Committee:

Carmen Milagros Saez attended Capital Community College in Spring 2001. She passed both her courses, but due to funding issues did not continue with her educational goals. Since her time at Capital, she has been a volunteer advocate for many issues including prison reform, gun reform, and mental health awareness. Recently she has also expanded her advocacy work to helping children in the DCF system. She initially became interested in civil rights advocacy work when she was a fourth-grade student at the Alfred E. Burr School in Hartford. She has used her own experiences with bipolar disorder and PTSD, as well as her sense of humor to advocate. She has testified for over 50 bills being considered by the Judiciary Committee. In 2019 Carmen was honored with a Certificate of Appreciation from the mayor's office in Wethersfield, a Proclamation from the City of Hartford, and an Official Citation from the State of Connecticut. She has also been featured in an exhibit titled Wethersfield Women hosted by the Wethersfield Historical Society. Carmen's son Joshua is a second semester student at Capital.

Sincerely,

G. Duncan Harris

G. Duncan Harris, Ed .D.
GDH/li

OFFICE OF THE PRESIDENT
CCSU
Central Connecticut State University

January 28, 2022

Dr. Terrence Cheng, President
Connecticut State Colleges and Universities System
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

Central Connecticut State University (CCSU) seeks approval from the Board of Regents to award an Honorary Doctoral Degree of Humane Letters to Mr. Lin Manuel Miranda, in recognition of his extraordinary contributions to the arts and humanities, many professional achievements, and his commitment to social justice and community activism.

I have attached a more detailed description of Mr. Miranda's accomplishments for your review. The faculty of the Departments of History and Theatre, the Dean of the Carol A. Ammon College of Liberal Arts and Social Sciences, the Provost, and I unanimously support the proposal to award Mr. Miranda an Honorary Doctoral Degree of Humane Letters. Thank you for considering this proposal, which we hope you will support as well.

Sincerely,

Zulma R. Toro
President

c: Dr. Kimberly Kostelis, Provost and Vice President for Academic Affairs
Dr. Robert Wolff, Dean, Carol A. Ammon College of Liberal Arts and Social Sciences

OFFICE OF THE PROVOST
CCSU
Central Connecticut State University

MEMORANDUM

TO: Dr. Zulma Toro, President

FROM: Dr. Kimberly T. Kostelis
Interim Provost & Vice President for Academic Affairs and
Chair (ex officio), Distinguished Service Award Committee

DATE: January 25, 2022

SUBJECT: Honorary Doctorate Recommendation

I am pleased to endorse the recommendation of the Distinguished Service Award Committee to award an Honorary Doctorate of Humane Letters to Mr. Lin Manuel Miranda. A copy of the nomination letter from Dean Robert S. Wolff, which also indicates the support of the Departments of History and Theatre, is attached.

I submit this recommendation for your consideration.

Attachment

C: C. Forsythe, DSA Committee Member
M. Jackson, DSA Committee Member
T. Moffo-Simpson, DSA Committee Member
S. Miller, DSA Committee Member
C. Robinson, DSA Committee Member
R. Wolff, Dean
File

CAROL A. AMMON
COLLEGE OF LIBERAL ARTS &
SOCIAL SCIENCES

CCSU

Central Connecticut State University

MEMORANDUM

TO: Dr. Kimberly Kostelis, Interim Provost and Vice President for Academic Affairs

FROM: Dr. Robert S. Wolff, Dean
Carol A. Ammon College of Liberal Arts & Social Sciences

DATE: October 11, 2021

SUBJECT: Honorary Degree Nomination for Mr. Lin Manuel Miranda

On behalf of the Department of History, Department of Theatre, and the Carol A. Ammon College of Liberal Arts & Social Sciences, it is my great pleasure to nominate Mr. Lin Manuel Miranda for the honorary degree, Doctor of Humane Letters. A group of students associated with our Latin American, Latino, and Caribbean Center suggested Mr. Miranda for this honor, after which the Department of History forwarded a formal nomination to the Ammon College. The Department of Theatre has also endorsed his nomination. Mr. Miranda merits the Doctor of Humane Letters for his extraordinary contributions to the arts and humanities, many professional achievements, and his commitment to social justice and community activism.

Lin Manuel Miranda is arguably the most prominent and prolific actor, composer, lyricist, and producer working in musical theatre and film in the United States. He created and starred in the Broadway productions of *In the Heights* and *Hamilton*. Our colleagues in the Department of History write, "Mr. Miranda has risen to prominence because of, among other things, his visionary retelling of the story of the Founding Era of the United States. His lyrics celebrate the diversity of the United States and place Latino and African American themes, topics, and actors squarely within the mainstream of American cultural life. In doing so, he has opened discussions about American history, culture, collective memory, and multiple interpretative perspectives in a publicly engaging manner inclusive of Black and Brown communities. His work speaks to the changing demographics of the United States, which CCSU's student body increasingly reflects."

To list the nominations and awards Miranda and his creative work have received would require many pages. Suffice it to say the awards include three Tony Awards, three Grammy Awards, two Laurence Olivier Awards, two Emmy Awards, and a Pulitzer Prize. In 2015, the MacArthur Foundation awarded him its prestigious fellowship, colloquially known as a "Genius Grant," for "reimagining American musical theater in works that fuse traditional storytelling with contemporary musical styles and voices." In 2018, the Kennedy Center honored Miranda as well

as the director, musical director, and choreographer of *Hamilton* with "unique Kennedy Center Honors as trailblazing creators of a transformative work that defies category."

Lin Manuel Miranda and his family are also well-known advocates for community activism and social change, which is embodied in the non-profit they founded, the Hispanic Federation. In the aftermath of Hurricane Maria's destruction, Miranda helped lead a national effort to provide relief to Puerto Rico. He composed and wrote the lyrics for "Almost Like Praying," which he and other Puerto Rican and Latino artists performed to raise relief funds. The Hispanic Federation's UNIDOS Disaster Relief and Recovery Fund has raised more than $45 million to support numerous efforts to rebuild Puerto Rico. Miranda has also raised funds for victims of the 2016 Orlando nightclub shooting, championed farmworkers' rights in New York State, fostered a partnership that supports the Flamboyán Arts Fund in Puerto Rico, and encouraged greater Latino voter participation nationwide. Miranda's advocacy in conjunction with the Miranda Family, Hispanic Federation and other partners includes the Miranda Family "Voces Latinx" National Playwriting Competition, Hamilton Education Program Online for grades 6-12, and grants to support immigrant rights groups from Arizona to Washington.

The Departments of History and Theatre, as well as the Carol A. Ammon College of Liberal Arts & Social Sciences, are honored to nominate Mr. Lin Manuel Miranda for the Doctor of Humane Letters.

Charter Oak STATE COLLEGE
A Higher Degree of Online Learning

Ed Klonoski, *President*
(860) 515-3888 • Fax: (860) 606-9666
55 Paul J. Manafort Drive
New Britain, CT 06053-2150
www.CharterOak.edu

January 20, 2022

President Terrence Cheng
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

I write to submit a nominee for the 2022 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **Cynthia James, MBA, CPC, CRHC**.

Ms. James is a 2018 bachelor's degree graduate of the College who went on to receive her MBA degree from University of Phoenix. She achieved both online degrees while holding down a full-time job in healthcare. During her time at Charter Oak, Cynthia also served as President of the Student Association as President and served as a voting member to the Student Crisis Fund. Despite battling Breast Cancer at that time, Cynthia was determined to testify to the state legislators at the 2018-2019 State Appropriations Committee Hearing to advocate for the continuation of funds to support Charter Oak State College to keep tuition rates affordable for others who would otherwise not be able to earn degrees without an online venue.

After graduation, Cynthia continued to actively serve the College through the Alumni Association by participating at functions, as well as, supporting and promoting the value of online education. Two months ago, Cynthia came in person to Charter Oak State College to meet and share her college experience with Dr. Terrence Cheng, President of the CSCU System. Her focus was on the strengths of Charter Oak State College, areas she would like to see improved, and advocating visions of programs to support women, students of color, and the underserved population in earning their degrees.

Beyond Charter Oak State College, Cynthia's compassion, grit, and commitment to social responsibility reaches beyond her professional accomplishments. As a Clinical Operations Manager at Smilow Cancer Hospital, Cynthia works ed with patients who face serious medical challenges. Her care and acts of compassion are authentic and personal, being a Cancer survivor herself. Additionally, she serves on advocacy committees and chapters outside of her current role as Clinical Department Liaison at Yale Cancer Center including serving as a Patient Representative for the Patient and Family Advocacy Committee (PFAC) who, in partnership with the Yale New Haven Health System (YNHHS), advocates for access for minority and under-represented patients to help achieve high quality, safe, patient-centered care. Cynthia also

Charter Oak STATE COLLEGE
A Higher Degree of Online Learning

Ed Klonoski, *President*
(860) 515-3888 • Fax: (860) 606-9666
55 Paul J. Manafort Drive
New Britain, CT 06053-2150
www.CharterOak.edu

serves on the Diversity Equity and Inclusion Committee of the American College of Healthcare Executives/Connecticut Chapter representing professionals who manage the business affairs of healthcare organizations throughout the State of Connecticut. Cynthia is also involved with the American Academic of Professional Coding (AAPC), New Haven Chapter, which provides professional training and comprehensive solutions to advancing the business of healthcare. Cynthia's activism in support of the business of healthcare and patient care, with a focus on providing support for accessibility to minority groups is one founded on her love of and empathy for the field. Her exceptional contribution to the College, to her local communities, and service to advance her professional field is notable.

In lieu of the state of the healthcare systems due to the COVID pandemic, Cynthia's commitment, leadership, and advocacy for both the healthcare system as well as for fair and equitable access is more important than ever. The Charter Oak Honorary Doctorate Committee, after reviewing **Cynthia James'** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that she receive the 2022 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 5, 2022 graduation.

Sincerely yours,

Ed Klonoski, President
Charter Oak State College

Enc: James Resume

CYNTHIA A. JAMES, MBA, CPC, CRHC

PROFESSIONAL SUMMARY

Experienced Clinical Operations Manager whose strengths include:

- 20+ years in healthcare, achieved expert knowledge of ambulatory policies, procedures, best practices, regulatory requirements, patient service delivery systems, federal state rules and regulations regarding billing processes.
- Critical thinking skills with the ability to make independent responsible decisions, enhanced through MBA, and previous healthcare leadership roles.
- Proven supervisory and management experience in a quality driven Healthcare service environment.
- Proven organization, presentation and facilitation skills developed through solid Healthcare Operations Management experience.
- Ability to work, teach, and learn in a diverse and inclusive environment

EDUCATION

Master of Business Administration, University of Phoenix, Phoenix, AZ 85040

Bachelor of Science in Health Care Administration, Charter Oak State College, New Britain, CT 06218

SKILLS

- Working knowledge of both the Yale University System and Yale New Haven Health Operations
- Ability to interpret, problem solve management operation issues and procedures
- Advanced Epic, Workday, Microsoft Office, Excel reporting- including data base and pivot tables
- Ability to lead, teach, and learn in diverse multicultural environment
- Continually build relationships and collaborate with other cross functional departments

PROFESSIONAL EXPERIENCE

Yale Cancer Center, Yale University, New Haven, CT May 2021 - Present
Clinical Department Liaison

- Examine current workflows and improve or create new workflows for accuracy of reporting
- Collaborate with Compliance Department and attend meetings on industry requirements
- On-Board all new providers, and coordinate all aspects of their YNHH and YM Credentialing process
- Provide administrative support to Providers and suggest strategies for closing open encounters > than 20 days
- Run complex productivity reports for Provider compensation and department analytics
- Represent YCC at all Revenue, Billing and Coding Meetings

Yale Cancer Center, Yale University, New Haven, CT December 2020 - 2021
Interim Co-Clinical Practice Manager at Smilow Cancer Hospital

- Moderator of Daily Management Staff Huddle
- Collaborate with Smilow Staff Leaders to standardize and streamline Clinical Support Staff functions
- Network with internal and external stakeholders
- Serve as a CPC Billing and Coding resource for Yale Billing for Smilow Providers with open encounters
- Endorser for Yale Medicine Oncology Scribe Services
- Collaborate with two other interim Managers to ensure ongoing professional clinical support

Yale Cancer Center, Yale University, New Haven, CT 2017 – 2021
Clinical Operations Manager at Smilow Cancer Hospital

- Plan, Organize, Staff, and Direct multiple clinics moving to satellite locations due to COVID-19 pandemic
- Develop, Implement, and Monitor program policies and procedures, to ensure the highest quality of patient care
- Assess and evaluate resources for the effectiveness of clinical operations
- Monitor and analyze clinical statistics in both EPIC and WEBI for practice productivity
- Manage clinical operations of Multi-Specialty Clinics of 46 providers, 20 practices
- Plan department workflows and priorities including 18 unionized support staff members

YALE UNIVERSITY, Yale Medical Group, New Haven, CT 2014 – 2017
Medical Reimbursement Analyst

- Reviewed billing activities of outside Obstetrics and Gynecology Financial Divisions
- Performed financial reviews and audits on Medicare and Medicaid reimbursements
- Ran revenue reports in both EPIC and WEBI
- Provided comprehensive summary of department's reimbursement history, rejection analysis
- Compiled Statistics and advised department leaders on operational improvements and provided staff training

WESTERN CONNECTICUT MEDICAL GROUP, Danbury, CT 2013 - 2014
Service Line Operations Supervisor of Women's Health

- Managed daily operations of Women's Health Service Lines, Gynecology Oncology & Perinatology
- Developed and managed department budget
- Authorized and processed all accounts payable
- Managed and reported on department's financial health to the Service Line Director & COO
- Served as the department representative for meetings in Chief's absence

SAINT FRANCIS HOSPITAL & MEDICAL CENTER, Hartford, CT 2010 - 2013
Manager, Department of Rheumatology

- Managed Department Medical Assistants as Lead Medical Assistant for the Chief of Rheumatology
- Developed office teams to maintain a level of service that exceeds the needs and expectations of the patients
- Organized schedules for the staff and providers in two locations: Hartford & Farmington
- Implemented billing and account procedures for department reporting

VALLEY PHYSICAL THERAPY, LLC, Middletown, CT 1991 - 2009
Corporate Patient Accounts Manager

- Managed billing and accounts receivables for largest private physical therapy company in Connecticut
- Supervised Office Managers in nine satellite offices
- Held monthly account receivable revenue meetings
- Hired, trained, and supervised all front desk administrative staff
- Reconciled daily revenue and made daily bank deposits
- Negotiated contracts with third party commercial insurance carriers, and others including Workers Compensation, Personal Liability, State Medicaid, and Federal Medicare

CERTIFICATIONS

AMERICAN ACADEMY OF PROFESSIONAL CODERS
Certified Professional Coder (CPC)
Certified Rheumatology Coder (CRHC)

PROFESSIONAL AFFILIATIONS & ORGANIZATIONS

Member of Smilow Cancer Hospital's Patient and Family Advocacy Committee
Member American College of Healthcare Executives
AAPC: New Haven Chapter & Hartford Chapter Member

REFERENCES UPON REQUEST

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

February 9, 2022

President Terrance Cheng
Connecticut State Colleges and Universities
Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

Eastern Connecticut State University wishes to award an honorary doctorate to Ms. Lena Rodriguez, President and CEO of the Community Renewal Team (CRT). Ms. Rodriguez is a visionary leader who has devoted her professional life to assisting people who are trying to forge better lives for themselves.

As CEO of CRT, Ms. Rodriguez has taken the lead on several innovative projects that benefit the people of Central Connecticut. These include: CRT Generations – a housing development in Hartford for grandparents with legal custody of their grandchildren; Veterans Crossing – a transitional residence for homeless veterans located in East Hartford; and the Retreat – an affordable assisted living facility in Hartford for 100 low-income seniors. She has also worked to preserve mental health and addition services in Hartford by creating a licensed and accredited Behavioral Health Services unit that is accessible to people from all income levels, even those without medical insurance. In 2019, CRT officially opened its Women's Empowerment Center located in Hartford. The Center provides a broad range of both hands-on services and personal mentoring for its members, helping women thrive and reach their full potential.

Under Ms. Rodriguez's leadership, CRT has received numerous awards for excellence from various local, state, and national entities. She has also successfully led the organization through accreditation by several third-party national organizations including the Joint Commission and the National Association for the Education of Young Children.

Prior to joining CRT, Ms. Rodriguez spent a decade at the New York City Board of Education as the Director of Finance for the Division of Special Education. In this role, she served more than 20,000 students and managed an annual budget of $450 million. She received her MS from Rensseaer Institute – Hartford and an undergraduate degree in International Business from Bernard Baruch College.

Eastern seeks approval from the Board of Regents to award Ms. Lena Rodriguez an Honorary Doctorate of Humane Letters at its 2020 Commencement.

Sincerely,

Elsa M. Núñez
President

c: Dr. Kenneth Klucznik, Interim Provost, CSCU
Dr. William Salka, Provost and Vice President for Academic Affairs, ECSU

Chief Executive Officer
William T. Brown, Ph.D.

p. 203.285.2021
wbrown@gatewayct.edu

February 24, 2022

Dear Chair Fleury and Members of the Board of Regents:

It is my distinct pleasure to nominate Peter Salovey, A.B., A.M., Ph.D., President of Yale University, to receive an Honorary Associate of Science Degree at Gateway Community College's 29th commencement ceremony, which will be held on Thursday, May 26, 2022. The BOR's policy for granting an honorary degree states that the recipient should be a person who has "…made a significant contribution to society or to a university or college…." in order to "honor a person and to advance the work and reputation of the Connecticut State Colleges and Universities." President Salovey certainly fulfills these criteria and he is wholly deserving of being recognized by CSCU and Gateway Community College.

President Salovey's roots in Yale are strong and deep. He earned three advanced degrees there: Masters in both Psychology (1983) and Philosophy (1984) and a Ph.D. (1986), after which he joined the University's faculty. Throughout his academic career, he has been recognized for his teaching and mentorship acumen and has been awarded honorary degrees from universities around the world. Under President Salovey's visionary leadership—first as Yale University's provost from 2008-2013, and then since 2013 as its 23rd President—Yale has experienced extraordinary new program development, the opening of two new residential colleges, and a remarkable enrollment growth of 15 percent. President Salovey's success at Yale is not, however, the primary reason we are recommending that an honorary degree be conferred upon him.

President Salovey's roots and dedication to the New Haven community also are deep—he and his wife, Marta Elisa Moret, have made the city their home since they arrived here as Yale graduate students more than 30 years ago—and he has shown a deep commitment to the success of Gateway Community College, and of our students. Under President Salovey's leadership, the Yale has significantly expanded the New Haven Promise program, and Yale University recently achieved the distinction of making the highest level of financial contribution of any higher education institution in the nation to its home community.

During President Salovey's tenure at Yale University, Gateway Community College has come to know and respect him. We know that our respective institutions share a commitment to education that embraces excellence, diversity equity and inclusion. We also jointly understand the role a first-rate education plays in preparing students for meaningful, fulfilling careers; promoting the economic success of Greater New Haven and beyond; and supporting our business community's emerging workforce needs. Yale and Gateway are pursing and achieving those goals is by building innovative, collaborative partnerships, including:

- **The Yale Summer Enrichment Medical Academy (YSEMA),** a is a free six-week summer program designed to help students from diverse economic backgrounds who want to pursue medical careers. Held on Yale's campus, YSEMA provides academic enrichment in basic

sciences, research skills, and communication. Between 2017 and 2019, more than 40 of our students have participated in YSEMA.

- **The Human Cadaver Anatomy** class, which enabled students to enroll in a course, taught by a GCC faculty member in Yale Medical School's gross anatomy laboratory. This class allows our students interested in becoming physicians, physician assistants, nurses or other allied health practitioners to dissect a cadaver, as well as observe others dissect 45 cadavers, if they wish. Since 2014, approximately 130 GCC students have benefited from taking this course.

I would be remiss if I did not acknowledge President learning for our student body, Yale provided significant funding to the Gateway Community College Foundation's Technology (Laptop) Scholarships at GCC, which helped more than 130 New Haven residents attending Gateway. This helped them bridge the "digital divide," enabling them to engage in their virtual classes from home and continue their educations despite this unprecedented challenge.

I wish to emphasize that President Salovey personifies the vision he articulates for Yale University: "To improve the world today and for future generations through outstanding research and scholarship, education, preservation, and practice." I, along with the Gateway Community College Executive Leadership Team, and the entire Gateway community – students, faculty, and staff – wholeheartedly endorse this nomination. He is exceptionally qualified to be so honored, and we thank you in advance for your thoughtful consideration of this nomination.

Respectfully submitted,

William J. Brown, PhD

William (Terry) Brown, Ph.D.
Chief Executive Officer
Gateway Community College

CHIEF EXECUTIVE OFFICER
Dwayne Smith, Ph.D.

p. 203.332.5222
f. 203.332.5247
DSmith@Housatonic.edu

March 1, 2022

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Ms. Carolyn Vermont, Chief Executive Officer of Habitat for Humanity of Coastal Fairfield County, to receive an Honorary Associate of Science Degree at Housatonic Community College's 54th commencement ceremony on May 26, 2022.

Carolyn Vermont is a ubiquitous presence around the Park City. She served as the Mayor's Community Liaison for the City of Bridgeport where she chaired the Mayor's Task force on Gun Violence Prevention & Intervention and also Bridgeport Community Collaborative for Youth. She also held the position of Director of Urban Initiatives for CT Against Gun Violence and had worked with a variety of non-profits across the region. Carolyn received her Master's and Bachelor's Degrees from Fairfield University. She currently volunteers as Trustee of Rotary Foundation, is a past President of Rotary Club of Bridgeport and is a former head of the local chapter of the NAACP. Carolyn also served as the Board Secretary for Habitat for Humanity.

As the Mayor's Community Liaison for the City of Bridgeport, her position provided the wonderful opportunity to collaborate with some people who are making a positive impact on the Bridgeport community.

Carolyn loves that she has the opportunity to share in the celebrations and challenges of the residents.

On a volunteer basis, Ms. Vermont currently serves on the Board of the West Indian American Association of Greater Bridgeport. Each year, a Caribbean Jerk Fest in Bridgeport is held, which attracts over 5,000 guests from different cultures. In addition, she serves as a Trustee for Rotary Foundation; Fairfield University Graduate School of Education and Allied Professions Advisory Board, Kolbe High School Board of Directors; Public Policy Chair for National Coalition of 100 Black Women-NHM Chapter; FCCF Bridgeport Public Housing Resident Support Fund Advisory Board; Parent Leadership Training Institute Civic Design Team; and Shepherd's Mentor. Carolyn also volunteers with many other organizations.

All the professional and volunteer work that Carolyn does, benefits the Bridgeport community on different levels. Growing up, she benefited from organization in Bridgeport such as Youth Bridge that was led by the late James and Loyse Tisdale, Upward Bound at Fairfield University and NAACP Youth Council. She especially enjoyed serving as a mentor for Shepherd's.

Carolyn has been fortunate with wonderful mentors throughout her life. Giving back to the community is always a priority for her. Throughout her life, she admired her mother's volunteerism. She was always opening doors for others.

Ms. Vermont was once asked in an interview, "*If you had a magic wand and could make a miracle happen for the city, what would it be?*" Carolyn's response was, *"If I had a magic wand, I would cover Bridgeport with love. Imagine if we all loved each other. We would have less poverty, racism, prejudice, crime, and hate. Love is the foundation of our ability to shape change and create the world we want."*

I believe Carolyn Vermont is exceptionally qualified to receive an honorary degree from Housatonic Community College; a distinction reserved for those making extraordinary contributions to enhance our college and our community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

Dwayne Smith, Ph.D.
Chief Executive Officer

Naugatuck Valley Community College

Office of the Chief Executive Officer

February 25, 2022

President Terrence Cheng
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

It is a pleasure to submit for your approval and that of the Board of Regents, the nomination of Dr. Stacey Sacks as a recipient of an honorary associate in arts degree from Naugatuck Valley Community College (NVCC). We hope to present her with an honorary degree at our commencement on May 26, 2022. At the time of the event, Stacey will have completed her service to the College and will no longer be an employee.

Stacey is a talented comedian, writer, producer, director, performer, and educator with nearly two decades of professional experience. I offer below a summary of her qualifications and contributions this past academic year as our fifth Fulbright Scholar-In-Residence.

Stacey Sacks, Ph.D.

Biography:

Dr. Sacks is an accomplished teacher, director, physical performance artist, originating play creator, and entrepreneur. She was trained at the University of the Arts in Sweden, where she completed both her Master of Fine Arts in Physical Comedy as well as her doctorate. She also holds a bachelor's degree in Drama and Social Anthropology from the University of Cape Town in South Africa.

Dr. Sacks is a published author, having collaborated with P. Nalle Laanela on *The Clown Manifesto*; a book exploring the art of the physical comedian, published 2015 by Oberon Books, London. Her doctoral thesis, "Squirm: The Untethered Buffoon or The Trickster in Everything," was published in 2020, and she is the author and creator of a one-woman clown show about African Dictatorship that she has performed 10 times around the world.

A leading performer as a clown, Dr. Sacks has shared her talents in Sweden, Germany, Austria, and other countries. As a comedy improviser, she has performed in Johannesburg, London, and Cape Town. In addition to her teaching at the University of the Arts in Sweden, she has taught the Impulsive Studio workshop, Women in Circus Consortium, improvisation classes for master's and bachelor's students, Honors' Year students at AFDA (film & television school, and acting classes for the Incubators (filmmakers). As a member of *Clowns Without Borders*, Dr. Sacks has brought joy and light to children and families in war zones, refugee camps, and in other settings of human suffering in countries including Myanmar/Burma, Jordan, Rwanda, and others.

Contributions to Naugatuck Valley Community College:

- Taught THR 110 Acting I (Fall 2021 and Spring 2022).
- Taught THR 115 Improvisation.
- Taught THR 121 Plays in Production I.
- Visited many classes, speaking with students in disciplines as diverse as Dance, Music, Theater, English, English as a Second Language, Communication, Horticulture, History, Anthropology, Sociology, First Year Experience, Early Childhood Education, and Digital Arts/Animation.
- Presented a performative essay for the campus community, entitled "Squirm: The Untethered Buffoon or The Trickster in Everything," as part of NVCC's Social Justice Series.
- Created and will premiere a performative essay as the capstone event during the ICA Festival.
- Served on the International Center for the Arts Festival steering committee, helping to build and produce a four-day, ten-event arts festival.
- Collaborated with NVCC students to write, produce, and perform an original piece of theater, entitled "UBU, TOXICA!" The production premiered in Fall 2021 and will be revived during Spring 2022 as part of the International Center for the Arts Festival (ICA).
- Recommended library resources related to theater, animation, and clowning.
- Recommended Theater class curricular elements, leading to the addition of THR 155 Improvisation to the Theater course inventory.

As an educator, performer, director, original theatre creator and entrepreneur, Ms. Sacks added two valuable dimensions to our Theater program: her extensive experience and a successful career as a performer of clowning, improvisational theatre and film provided our students a model of how theatre and, by extension, the arts can become career paths--an important message to students who learned about the opportunities and challenges of that career path; and her collaborative work with our students devising, writing, staging, producing and performing an original play empowered our students to utilize all their gifts in the service of social storytelling.

Perhaps the most appealing and significant personal attribute she shared was her enthusiasm for teaching. Her student-centered commitment to student success and personal growth resonated with our students and resulted in profound personal breakthroughs for many of our students.

Additionally, Dr. Sacks' diverse international work and focus on original creation and improvisation inspired NVCC to expand its theatre program with offerings that integrate international culture and integrated performance.

Contributions to the Community:

As a Fulbright Scholar-In-Residence, Stacey has been an active leader for the arts in the communities we serve.

- Offered workshops through *Shakesperience*, a youth theater in Waterbury, CT that focuses on training in classical theater
- Collaborated with the Arts and Culture Collaborative of Waterbury, the Waterbury Symphony Orchestra, and students at the Bravo School to explore character archetypes in the film, "The Wizard of Oz;" culminating in a community performance event that will be presented at the Palace Theatre this spring.

- Represented NVCC at several community events, including the Brass Button Awards hosted by the Mattatuck Museum, and the Waterbury Symphony Orchestra, which returned to NVCC's mainstage in fall 2021 for the first time since spring 2020.

Other community and regional contributions:

- Led a workshop at Yale University in Original Creation (Fall 2021)
- Led a workshop at Yale University in Creativity (Spring 2022)

Thank you for your consideration of this request. I understand that this nomination is confidential until such time as approval is received from the Board of Regents.

Sincerely,

Lisa Dresdner, Ph.D.
Chief Executive Officer

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

March 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

_____

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

ITEM

Approval of the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.

03/11/2022 – BOR Academic & Student Affairs Committee
03/24/2022 – Board of Regents

OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Terrence Cheng
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: November 30, 2021

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive tenure:

Tenure
Dr. Patricia Cumella, Nursing Department
Dr. Doreen Graham, Nursing Department
Dr. Stephanie Kuhn, Education & Educational Psychology Department
Dr. Wenguang Lin, Finance Department
Mr. Guy Rotondo, Accounting Department

c: M. Alexander, Provost & V.P. for Academic Affairs
S. Christofi, Promotion & Tenure Committee Co-Chair
F. Cratty, Chief Human Resources Officer
F. Robertson, Promotion & Tenure Committee Co-Chair

181 WHITE STREET, DANBURY, CONNECTICUT 06810 WWW.WCSU.EDU
(203) 837-8300 OFFICE (203) 837-8283 FAX CLARKJ@WCSU.EDU

Southern Connecticut State University
SCSU
Office of the President

Februayr 4, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

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

Dr. Shyam Lodha – Professor, Department of Marketing

Sincerely,

Joe Bertolino
President

JB/meh

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

Southern Connecticut State University
SCSU
Office of the President

February 28, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

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

Dr. Robert Vaden-Goad – Associate Professor, Department of Mathematics
Dr. Martin Hartog – Professor, Department of Mathematics
Dr. John Kavanagh – Professor, Department of Mathematics
Dr. John Scheuermann – Assistant Professor, Department of Mathematics

Sincerely,

Joe Bertolino
President

JB/meh

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

Tunxis
Community
College

Education That Works For a Lifetime

December 7, 2021

Pam Heleen
Associate Director of Board Affairs
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Pam,

On behalf of Tunxis Community College and the North-West Region, Dr. Lombella and I fully support Emeritus status for Cathy Felice. Cathy recently retired from state service (Tunxis Community College) and did an outstanding job of serving our campus community for over thirty-years.

Regards,

Dr. Darryl Reome
Campus CEO

Dr. James Lombella
Regional President
North-West Region

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
860.773.1300
tunxis.edu
A Connecticut Community College

Tunxis
Community
College

Education That Works For a Lifetime

December 6, 2021

Darryl Reome, Ed.D.
Campus CEO
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032

Dear Dr. Reome,

I would like to nominate Cathy Felice to receive Emeritus status. Here is a brief summary of the amazing impact to student life that she had in her tenure at Tunxis:

- 30+ years at Tunxis Community College.
- Created the Learning Disabilities program.
- Increased the use of assistive technology.
- A significant number of students with accessibility issues have graduated.
- Cathy worked to establish and continuously improve the Tunxis tutoring program. Her tutor trainings and mentoring of tutors always focused on strategies-based tutoring.
- She continually collaborated with Placement Testing to provide a more seamless entry for students with disabilities. In turn, this helped make the placement testing process more accessible for all new students.
- Learning Strategies that she provided each semester: not only to students with disabilities, but campus wide to any student.
- Provided classroom/campus wide support to students using the LASSI assessment.
- Worked with faculty to support the students in the classroom.

Thank you for your consideration.

Susan Winn
Associate Dean
Academic and Student Affairs

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
860.773.1300
tunxis.edu
A Connecticut Community College

OFFICE OF THE PRESIDENT

CCSU

Central Connecticut State University

MEMORANDUM

To: Terrence Cheng
President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro
President, CCSU

Date: February 23, 2022

Re: Sabbatical Leaves for 2022-2023 **(second revision)**

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2022-2023 academic year:

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Kuan-Pin	Chiang	Professor	Marketing	Effects of Humanizing Brands on Brand Authenticity and Personality During Covid-19 Pandemic	Spring 2023
Haoyu	Wang	Professor	Manufacturing and Construction Management	Multimodal Interaction Interface and Intelligent Grasping for Industrial Robots	AY 2022-23
Reza	Ghodsi	Professor	Engineering	Cutting Path Optimization in 5-Axis CNC Machining	Fall 2022
Steven	Kirstukas	Professor	Engineering	Extension of a computer-assisted grading application for NX CAD files	Fall 2022
Kristine	Larsen	Professor	Geological Sciences	Conversion of Science Conference Presentations and a Biographical Essay into Peer-reviewed Journal Articles	Fall 2022
Michael	Voight	Professor	Physical Education and Human Performance	Two Applied Leadership Books for University and Professional Coaches	Spring 2023
Wangari	Gichiru	Associate Professor	Educational Leadership, Policy and Instructional Technology	Re-Imagining Educational Inequalities to Embrace Equity and Justice in Past Pandemic Times: Inclusive Education and Critical Democratic Citizenship in Eastern Africa	Fall 2022
Laura	Jacobson	Assistant Professor	Special Education and Interventions	Examining the Experience of Current and Previous BIPOC Master's Degree Seeking Students at CCSU	Spring 2023

Burlin	Barr	Professor	English	Fragments: from a Discourse of Masculinities	**Spring 2023**
Jotham	Burrello	Associate Professor	English	Manuscript *Love and Flowers*, a literary novel	Fall 2022
Cynthia	Pope	Professor	Geography	Health care and caregiving experiences during Coronavirus in Belize and the United States	AY 2022-23
Wujun	Wang	Associate Professor	Art & Design	Studying augmented reality and integrating its components in upper-level 3D design courses at CCSU: responding to the demands of the contemporary design industry	Spring 2023
Cameron	Brewer	Associate Professor	Philosophy	Continue to work on a book examining the relationship between love, morality and moral motivation	**Spring 2023**
Rocio	Fuentes	Associate Professor	World Languages, Literatures & Cultures	Expressions of Agency in Spanish Heritage Learner's Discourse	Spring 2023
Carol	Austad	Professor	Psychological Science	The future of biofeedback in academic settings with emphasis on opportunities at CCSU	Spring 2023
Gladys	Moreno-Fuentes	Assistant Counselor	Counseling & Student Development	Latino Educational Attainment Gap, Implications for University Mental Health Counseling	**Fall 2022**

/sm

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: CCC and NWCC	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Foundations in Digital Analytics Type of Offering *(e.g. Grad Certificate)* **Certificate** Anticipated Initiation Date: Spring 2022 Anticipated Date of First Completion *(if applicable)* : Dec 2022 Modality of Program: On ground Online **X** Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus **X** Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: **12** # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential **12**
CIP Code No. 27.0304 Title of CIP Code Computational and Applied Mathematics	

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 **Foundations in Digital Analytics Certificate** will provide students access to industry-informed and aligned digital and analytical skills necessary to succeed in a wide array of career opportunities. Students who complete the certificate will learn key knowledge, skills, and abilities (KSA's) covering four domains: data analytics, data validations, data visualization, and data ethics & security represented by four badges. The KSA's covered by the certificate are based on a national framework endorsed by Fortune 500 firms across the country.

Rationale:

In Connecticut, employers state – and research validates – that there are not enough students graduating from higher education institutions with relevant tech skills to meet industry need. These KSA's were validated, interrogated, and tailored by major Connecticut employers to help meet regional needs and increase the availability of students with relevant tech skills to join the workforce. The subsequent credential development was led by Stanley Black & Decker, Pitney Bowes, and Accenture with additional firms expected to adopt the credential. Employers have identified two main use cases for this certificate. First, employers seeking to diversify their talent recruitment and reduce "over-credentialing" for positions will use the certificate with embedded credential badges to help better identify candidates from community colleges who may be competitive for entry-level positions at their firms. Learners who elect and-or complete the certificate will be eligible for industry experience opportunities, such as participation in mentorship programs or capstone projects, to provide the student real-world industry experience. This will ultimately increase their competitiveness for in-demand jobs with employers. Second, employers will use the individual credentials/badges or entire certificate to enhance the resiliency of their own workforce. Employers state they intend to use the individual credentials/badges or entire certificate to help quickly reskill or upskill workers from a wide range of occupations, such as frontline advanced manufacturing or logistics roles, to help them

[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.

remain competitive in their career path or pursue new career opportunities within their business or broader industry. Lastly, through partnerships with community workforce entities (ex. Capital Workforce Partners), the certificate can be deployed as an accelerated model to provide rapid reskilling to dislocated workers. Through these employers' ties, the individual credentials/badges or entire certificate will not only provide them measurable skills gains; it will provide them with aligned opportunities to compete for in-demand work.

Description:

The **Foundations in Digital Analytics Certificate** provides students a foundation in data basics, probability and statistics, data analytics, data manipulation, data visualization and communication, and data ethics and security, while supporting students to acquire industry-informed and aligned digital and analytical skills necessary to succeed in a wide array of career opportunities. The certificate's learning outcomes are based on a national framework endorsed by Fortune 500 firms across the country. Students who complete the certificate will have the opportunity to earn industry-recognized badges in four domains: data analytics, data validations, data visualization, and data ethics and security. Participating students will be eligible for industry experience opportunities, such as participation in mentorship programs or capstone projects, to provide the student real-world industry experience. The certificate will incorporate industry-approved learning opportunities such as case studies and projects to build students' digital analytics skills for in-demand work.

Program Outcomes

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

1. Understand the importance of the uses of data, data ethics, and data security.
2. Implement foundational concepts of data manipulation, data analysis, data visualization, and communication.
3. Utilize various technologies and programming languages to organize, analyze, explore, and visualize data.
4. Apply statistical techniques to data to make sense of data and solve problems.
5. Demonstrate the ability to apply all data-related concepts through the completion of case studies and projects.

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)*

Three out of the four courses are already offered. The new course, DTS* 215, will be offered as an elective for students in the Data Science and Business Intelligence programs. No additional resources are needed to offer the certificate. Qualified full-time faculty at CCC and NWCC have been identified to offer the certificate.

Institutional Contact for this Proposal: Andre Freeman and Crystal Wiggins	Title: Professor of Mathematics	Tel.: A.Freeman (860) 906-5177 C.Wiggins (860) 738-6310 e-mail: afreeman@capitalcc.edu, cwiggins@nwcc.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:
CCC – Science & Mathematics Department
NWCC – STEM Department

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**		
MAT*167 Principles of Statistics**		MAT*137	3			
DTS*201 Data Science in R**		MAT*167	3			
DTS*215 Data Ethics and Security (*)**		Eligibility for ENG 101P	3			
DTS*258 Data Journalism		Coreqs: MAT*167 and ENG*101	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. Understand and apply principles of data manipulation, data analysis, data visualization, and data communication to explore and solve real-world problems involving data. *Assessment:* Students will complete open-ended assignments involving a complete analysis of data to demonstrate competencies in data cleaning, data manipulation, and data visualization.
2. Understand and apply statistical techniques to explore patterns, identify relationships, and draw insights from data. *Assessment:* Students will apply descriptive and inferential statistics techniques to investigate data to investigate and answer research questions.
3. Understand and apply principles in data ethics and data security. *Assessment:* Students will critically examine and assess legal, ethical, and data security considerations facing companies and organizations, and describe potential strategies and solutions.

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: 1.5.22
Characteristics of Below-Threshold Offering Name of Offering: Entrepreneurship Minor Type of Offering *(e.g. Grad Certificate)* **UG Minor Program** Anticipated Initiation Date: **Fall 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: # Credits in Program Core Courses: **6** # Credits of Electives in Field: # Credits of Electives: **12** # Credits Special Requirements *(e.g. internship):* 3 Total # Credits the Institution Requires to Award the Credential **18**
CIP Code No. 520701 Title of CIP Code Entrepreneurship	

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)*

Description: The Entrepreneurship minor program aims to develop entrepreneurial competencies in our learners (both business and non-business majors) for effective local, national as well as global economic and social initiatives.This minor program prepares learners to integrate quantitative and qualitative business skills into creative potentials for real-world problem solving and value creation while focusing on experiential and action-oriented learning activities.

Justification: Connecticut is a historical entrepreneurship state and a modern center of innovation in the U.S. It ranked number fourth for private R&D investment per capita, number sixth for academic R&D growth in the U.S. for 2019. In 2020, Connecticut ranked number fourth innovative state in the U.S. according to Bloomberg's annual state innovation index. Many top-notch start-ups have been seeded and scaled in Connecticut during the past decades. Developing the entrepreneurship competence in Connecticut's local talents has become important both strategically and economically to keep up with the increasing needs for high-quality entrepreneurial human resources. To answer the calls to develop the entrepreneurial competencies in Connecticut University Graduates (both business majors and non-business majors) for effective local, national as well as global economic and social initiatives, this entrepreneurship minor program aims to create a unique education value by supplying the entrepreneurial learning opportunities for undergraduate students at SCSU. Entrepreneurship is when people act upon opportunities and ideas and transform them into value for others. The value that is generated can be commercial, cultural, or social. This entrepreneurship minor program has been developed based on the faculty members' and students' requests across the campus and the growth of Connecticut's inter-institutional entrepreneurship ecosystem. The program learning (targeted assurance of learning) goals identified for this

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a) new degree options or certificate programs:
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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.

entrepreneurship minor are based on a general entrepreneurship competence framework published by scholars and practitioners (Bacigalupo et al., 2016[2]) for developmental and educational purposes.

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)*

BUS497* (Interdisciplinary business internship) will be housed in the business school and facilitated by the internship coordinator in the Business Success Center. This entrepreneurship minor program would need resources to connect to the Connecticut innovation centers and promote interdisciplinary business (entrepreneurship) internship programs from Business Success Center and individual faculty member supervision for these interdisciplinary businesses (entrepreneurship) internships. SCSU's school of business has sustained external funding (i.e., private and corporate donations) to support the management of existing/future internship programs facilitated by the business success center already.

Institutional Contact for this Proposal: Dr. Trudy Milburn	Title: AVPAA	Tel.: 203-3925761 e-mail: milburnt1@southernct.edu

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

[2] Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework. Luxembourg: Publication Office of the European Union, 14.

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 (Chose six credits between MGT301 or 395; FIN456 or BUS497)				**Other Requirements (Chose twelve credits from the below-listed courses)**		
MGT301 Entrepreneurship and Small Business Development	A, B, C	MGT240; ACC200; MGT300 or MGT305	3	MGT240 Legal Environment of Business	A, B	3
MGT395* Technology Entrepreneurship	A, B, C	MKT200; MGT390; FIN300; MGT300 or MGT305	3	MKT200 Principle of Marketing	A	3
FIN 456 Entrepreneurial Finance & Venture Capital	A, C	FIN300[3]	3	ACC200 Principle of Financial Accounting	A	3
BUS497* Interdisciplinary Business Internship	B, C	Senior Status	3	FIN300 Corporate Finance	A	3
				MGT390* Intellectual Property Law	A, B	3
				MKT321 Consumer Behavior	A	3
				MKT325 Marketing Research	A, B	3
				ACC320 Advanced Managerial Accounting	A	3
				ACC350 Federal Income	A	3
				ECO330 Economics of Entrepreneurship	A	3
				ECO353 Industrial Organization	A	3
				MGT300 Management and Organization	B	3
				MGT305 Organizational Behavior	A, B	3
				MGT440 Mindful Leadership	B	3
				ECO410 Managerial Economics	A	3
				FIN401 Financial Modeling	A, C	3
				FIN435 Business Valuation	A, C	3
Prerequisites						
ECO100 Principles of Macroeconomics			3			
ECO110 Principles of Microeconomics			3			
				Total Other Credits Required to Issue Credential	18	

[3] FIN300 has LEP (general education) prerequisites of ECO100 and ECO110.

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.)*

Goal A. Recognize and Manage Opportunities
- Our learners can recognize opportunities and address the needs which haven't been satisfied.
- Our learners understand that ideas can have different types of values, which can be used in different ways.

Goal B. Mobilizing Resources and Others
- Our learners can gather and manage different types of resources to create value for others.
- Our learners can persuade, involve, and inspire others in value-creating activities.

Goal C. Taking initiatives and Value Creation
- Our learners can initiate value-creation activities.
- Our learners can improve their abilities to create value by building on their previous experiences and interactions with others.

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: 1.23.22
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BA in Mathematics: Accelerated M.A.T. Math 7-12 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: 42 # Credits in Program Core Courses: 50 # Credits of Electives in Field: 9 # Credits of Electives: 19 # Credits Special Requirements *(e.g. internship):* 0 Total # Credits the Institution Requires to Award the Credential 120
CIP Code No. 13.1205 Title of CIP Code Secondary Education and Teaching	
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 for Teaching Certificates have become increasingly popular as universities seek to address critical teacher shortages, attract high achieving students to the teaching professions, and retain and reward currently matriculated students by providing ways to become certified in an accelerated time frame. In addition, the Connecticut General Assembly passed legislation (amended in 2017) requiring a master's degree to advance provisional level educator certificates in mathematics (along with other teaching areas such as elementary, early childhood, secondary education) to the professional level. The proposed B.A. in Mathematics (Concentration: Accelerated M.A.T. Math 7-12 Pathway) provides a way for Southern students to obtain both bachelor's and master's degrees and a teaching certificate in an accelerated time frame. The program also provides the added incentive of cost savings by embedding 12 credits of graduate coursework in the undergraduate degree that counts for both the undergraduate and graduate degrees.	
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.		

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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**		
MAT 150 - Calculus I	2a	MAT 122	4	Three additional MAT courses with approval of a dept advisor	1d, 2b, 2d, 2f, 2g	9
MAT 151 - Calculus II	2a	MAT 150	4	MAT 405 - Elementary Math from Adv. Standpoint	3a,3b,3c	3
MAT 221 - Intermediate Applied Statistics	1c, 2b	MAT 120 or 122 or 124 or 125 or 139 or 150	4	MAT 508 - Technology for Secondary STEM Education	1c, 3a,3b,3c	3
MAT 250 - Foundations of Mathematics: An Introduction	1d, 12b	MAT 151	4	EDU 508 - Introduction to Education	3a,3b,3c	3
MAT 252 - Calculus III	1c, 2a	MAT 151	4	EDU 588 - Research in Education	3c	3
MAT 372 - Linear Algebra	2a, 2f	MAT 150	3	SED 503 - Learning Theory & Development	3c	3
MAT 375 - Abstract Algebra I	1b, 2b, 2f	MAT 250 and 372	3			
MAT 450 - Analysis	2b, 2f	MAT 250 and 252	3			
MAT 488 - Seminar in Mathematical Modeling	1a, 1c, 1d, 2c, 2e, 2h, 2i	MAT 221 or 321, and CSC 152 or DSC 101, and MAT 252 and 372	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. Mathematical cognitive outcomes.
    a. Students should develop effective thinking and communication skills.
    b. Students should learn to link applications and theory.
    c. Students should learn to use technological tools.
    d. Students should develop mathematical independence and experience open-ended inquiry.
2. Mathematical content outcomes.
    a. Mathematical sciences major programs should include concepts and methods from calculus and linear algebra.
    b. Students majoring in the mathematical sciences should learn to read, understand, analyze, and produce proofs at increasing depth as they progress through a major.
    c. Mathematical sciences major programs should include concepts and methods from data analysis, computing, and mathematical modeling.
    d. Mathematical sciences major programs should present key ideas and concepts from a variety of perspectives to demonstrate the breadth of mathematics.
    e. Students majoring in the mathematical sciences should experience mathematics from the perspective of another discipline.
    f. Mathematical sciences major programs should present key ideas from complementary points of view: continuous and discrete; algebraic and geometric; deterministic and stochastic; exact and approximate.
    g. Mathematical sciences major programs should require the study of at least one mathematical area in depth, with a sequence of upper-level courses.
    h. Students majoring in the mathematical sciences should work, independently or in a small group, on a substantial mathematical project that involves techniques and concepts beyond the typical content of a single course.
    i. Mathematical sciences major programs should offer their students an orientation to careers in mathematics.
3. Pedagogical outcomes.
    a. Students will use best practices in effectively dealing with typical and atypical students, as well as English Language Learners.
    b. Students will differentiate teaching to accommodate the varied needs of students.
    c. Students will integrate best practices to teach their specialty area subject matter and effectively reach learners in their classroom.