



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, March 12, 2021 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: https://youtu.be/gaAx_xR59js

1. Alignment and Completion of Math and English (ACME) – The National Landscape
 - a. Jeremy Martin and Paula Talley, The Dana Center at the University of Texas at Austin
 - b. Gretchen Schmidt, National Center for Inquiry & Improvement
2. John Lewis Institute for Social Justice – Central CT State University – President Zulma Toro
3. Approval of Minutes
 - a. February 5, 2021 – *Page 1*
4. Consent Items
 - a. Discontinuations
 - i. Introduction to Manufacturing (Level 1) – C2 Certificate – Three Rivers CC - *Page 13*
 - ii. Business Office Technology - AS – Tunxis CC – *Page 17*
 - iii. Business Office Technology – Medical Option - AS – Tunxis CC – *Page 21*
 - iv. Business Office Technology-Medical Option-Health Information Technology – C3 Certificate - Tunxis CC – *Page 25*
 - v. Business Office Technology- Office Applications – C2 Certificate – Tunxis CC – *Page 29*
 - vi. Business Skills – C2 Certificate – Middlesex CC – *Page 33*
5. Action Items
 - a. Accreditation of a Licensed Program
 - i. Health Informatics- MS-Charter Oak State College – *Page 37*
 - b. Modifications
 - i. Social Service – AS – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name] – *Page 53*
 - ii. Social Service – C2 Certificate – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name] – *Page 63*
 - iii. Hospitality and Tourism – BS – Central CT State University [Change of Program Name] – *Page 71*
 - iv. Recreation and Leisure – MS – Southern CT State University [Change/addition of Modality] – *Page 74*
 - c. New Programs
 - i. Physical Activity and Chronic Disease – MS - Southern CT State University – *Page 77*
 - ii. Tourism, Hospitality and Event Management – BS – Southern CT State University – *Page 91*

- d. Honorary Degrees – *Page 104*
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6. Informational Items

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 - ii. Management Information Systems – AS – Manchester CC [Course Additions/Substitutions] – *Page 121*
 - iii. Paralegal – AS – Manchester CC [Course Substitutions] – *Page 125*
 - iv. Paralegal – C2 – Post-Graduate Certificate – Manchester CC [Course Substitutions] – *Page 128*
 - v. Data Science – Graduate Certificate - Southern CT State University [New Academic Program] – *Page 131*
 - vi. Biological Anthropology – Minor – Central CT State University [Course Substitutions] – *Page 135*
 - vii. East Asian Studies – Minor – Central CT State University [Course Substitutions] – *Page 137*
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 - ix. Global Studies – Minor – Central CT State University [Course Substitutions] – *Page 141*
 - x. International Studies – BA – Central CT State University [Course Substitutions] – *Page 143*
 - xi. Management – BS – Central CT State University [Course Substitutions] – *Page 145*
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 - xiii. Health Information and Reimbursement Specialist – Certificate – Northwestern CT CC [Curriculum Realignment/Program Name Change] – *Page 150*
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CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – February 5, 2021

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

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Antonia Oglesby (Student Regent), Colena Sesanker

Regents Absent: None

Staff Present: Jane Gates, Alison Buckley, Mike Buccilli, Greg DeSantis, Pam Heleen, Ken Klucznik, Tanya Millner, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz

Other Attendees: Shirley Adams (COSC), Kathy Ahern, Missy Alexander (WCSU), Carrie Andreoletti (CCSU), Licella Arborlea, Robin Avant (HCC), Sandra Bulmer (SCSU), Marianne Fallon (CCSU), David Ferreira (NCCC), Carolina Flores (MCC), Teresa Foley (ACC), Jennifer Hernandez (MxCC), Andrea June (CCSU), Brian Kapinos, Sharale Mathis (MxCC), Trudy Milburn (SCSU), Tony (George) Peffer (NCC), Rebecca Rist-Brown (MxCC), Bill Salka (ECSU), Fatma Salman (MCC), Elizabeth Scott (ECSU), Sudha Swaminathan (ECSU), Neli Zlatareva (CCSU)

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

Chair Harris introduced the new Student Regent on the BOR Academic and Student Affairs Committee, Antonia Oglesby. Ms. Oglesby is a Political Science and History Major at Housatonic CC who will graduate in May 2021. She plans to become a Civil Rights Attorney and run for political office.

Chair Harris removed Item 3.f. BOR Policy – Use of a Preferred First Name and Execution to Changes of Legal Name by Students from the agenda. She stated that legal questions regarding the policy have arisen and legal staff will need time to research and respond.

1. Approval of Minutes
 - a. December 4, 2020

On a motion by H. Howery and seconded by N. Cohen, a vote was taken and the minutes from the December 4, 2020 BOR ASA Committee meeting were approved.

2. Consent Items

a. Discontinuations

- i. Child and Youth Concentration within General Studies Major – BS – Charter Oak State College

On a motion by N. Cohen and seconded by H. Howery, a vote was taken, and the consent item was approved.

3. Action Items

a. Continued Accreditation of a Licensed Program

- i. Gerontology – Official Certificate Program (OCP) – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University Official Certificate Program in Gerontology. The motion was moved by H. Howery and seconded by N. Cohen.

Dr. Ken Klucznik, VP of Academic Affairs introduced the Central CT State University OCP in Gerontology which is the only standalone program within the state of CT. CCSU is a member of the University Age-Friendly Global Network.

Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources, and Dr. Carrie Andreoletti, Professor of Psychological Science and Gerontology Program Coordinator, and, Dr. Andrea June, Associate Professor of Psychological Science, presented the program. The CCSU OCP in Gerontology was implemented in Fall 2017. It is a 15-credit interdisciplinary program with two core courses in Gerontology. Students can take the OCP in Gerontology as a standalone credential, add it to a degree or as a track within a degree. Enrollment in the OCP in Gerontology has not been what was projected, but the Department has taken measures to increase enrollment. Among these measures are reducing the number of credits from 18 to 15, adding a hybrid modality to attract working professionals, streamlining admission requirements, and forging partnerships with CT's aging network.

Questions/comments from the Committee included:

- a) *There is a discrepancy in the program documentation concerning Core and Elective courses.* Response: There are three required core courses in the program GERO 500, GERO 510, and PSY 511. The two GERO courses and an Internship/Independent Study Course are unique to the program.
- b) *Will you be able to increase enrollment in this program?* Response: We are ramping up recruitment for Fall 2021.

Chair Harris stated that when a new program is submitted to the BOR ASA Committee, enrollment projections are almost always wrong. And, in the case of this program, there is a revenue loss. Institutions need to make better enrollment projections and there must be a better marketing plan and outreach to other organizations.

- c) *Regent Cohen asked if we approve this program for how long is it approved.*

Response: The program will be folded into the University accreditation program. As part of the Academic Program Review, programs are reviewed every seven years. If a program fails to meet the enrollment threshold, a Low Completer Report will be included for that program. Regent Cohen asked for an enrollment report on the OCP in Gerontology Program in Fall 2021. The Committee agreed to a date of Spring 2023 for the enrollment report.

On an amended motion by Regent Cohen seconded by Regent Howery a vote was taken to approve the accreditation of the Central CT State University OCP in

Gerontology with a required enrollment report in Spring of 2023 and the vote was unanimous.

ii. Software Engineering – MS – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University MS in Software Engineering. Regent Howery made the motion and Regent Cohen seconded it.

Dr. Fallon and Dr. Neli Zlatareva, Professor of Computer Science, presented the program which was implemented in Fall 2017. It is the only public MS in Software Engineering program in CT. There is a growing demand for Software Engineers with Master's degrees with 30% of the job postings reviewed requiring candidates with MS degrees. CCSU received a \$1 million grant from the National Science Foundation to provide scholarships in software engineering for academically talented, financially disadvantaged, first generation members of underserved populations with a goal of increasing workforce diversity to meet workforce demands.

Questions/Comments from the Committee included:

a) *How will the NSF Grant be marketed to attract the underserved population?*

Response: CCSU is creating an institution-wide marketing program. The NSF grant is very attractive because it pays for the preliminary courses students must take before they take core courses in the MS in Software Engineering program. CCSU has a huge number of undergraduate students interested in continuing with the MS degree.

b) *Where is the outreach to the community college population?* Response: The TAP program allows students to transfer from the community colleges to the BS in Software Engineering. CCSU will publicize the pathway from the AS to the BS to the MS in Software Engineering degree at the community colleges.

c) *Is this grant renewable?* Response: CCSU just received the grant. We will offer it in Fall 2021. Based on our experience with a current multimillion dollar grant for undergraduate students in Computer Science and Physics, the grant may be renewable. This grant is well known in the community colleges.

Chair Harris called for a vote to approve the continued accreditation of the Central CT State University MS in Software Engineering. A vote was taken to approve the continued accreditation of the MS in Software Engineering and the vote was unanimous.

b. Modifications

i. Nurse Educator – Post Master's Certificate – Southern CT State University
[Modification of Instructional Modality]

ii. Nurse Educator – MS in Nursing – Southern CT State University [Modification of Instructional Modality]

iii. Clinical Nurse Leader – Post Master's Certificate – Southern CT State University
[Modification of Instructional Modality]

iv. Clinical Nurse Leader – MS in Nursing – Southern CT State University [Modification of Instructional Modality]

Dr. Klucznik asked if these four program modifications can be discussed as a block as they are in the same program and have the same modification. Chair Harris agreed.

Southern CT State University is seeking to add a hybrid modality to all four programs in

addition to the current on ground modality. Dr. Trudy Milburn, AVP for Academic Affairs and Dr. Sandra Bulmer, Dean of the College of Health and Human Services, presented the programs. By adding the hybrid modality to all four programs, Southern CT State University seeks to increase flexibility for students, particularly working adults. The institution has been offering the hybrid modality for these four programs since the onset of the COVID pandemic. The programs will still be offered in an on-ground modality for practical lab-based aspects of the program and will deliver the educational, didactic portions of the program in the online modality.

Questions/Comments from the Committee included:

- a) *What is the current enrollment in these programs and has it increased because of COVID?* Response: There is a large demand for SCSU's Family Nurse Practitioner Concentration in the MS in Nursing Program. There are clinical placement challenges with the program. Some sites charge as much as \$2,000/student for placements. The Nurse Educator and the Clinical Nurse Leader programs have more capacity to grow and the new hybrid modality will help to grow the programs. We have seen a small increase in enrollment in these programs; but, since the onset of COVID, it's difficult for healthcare professionals to take courses because of the demands in their professional positions. Currently, the enrollment is seven in the Clinical Nurse Leader program and eight in the Clinical Nurse Educator program.
- b) *What are the financials for these programs?* Response: These programs are part of the MS in Nursing Program so there are no extra costs for these programs. We are working to market the Nurse Educator and the Clinical Nurse Leader programs because there is capacity in these two programs. MS in Nursing students may decide to take one of these programs if they can't get into other programs.
- c) *Is there any conversation among Nursing programs to get the \$2,000 per student placement fee reduced or eliminated?* Response: Yes. The Deans and Directors of Nursing are working with the state on these student placement fees. The Associates and Bachelors programs are not being charged for placement fees; but, other fees are starting to be charged. The \$2,000 per student placement fee is an outlier. Most facilities are charging a \$500 per student honorarium for placement fees. We are trying to hold the line at \$500 per student. Chair Harris noted that this is an important item for discussion with the CT Hospital Association and others after COVID.

Chair Harris called for a motion to approve the modifications, specifically, adding a hybrid modality, to the four Southern CT State University programs - the Nurse Educator Post Master's Certificate, the Nurse Educator MS in Nursing, the Clinical Nurse Leader Post Master's Certificate, and the Clinical Nurse Leader MS in Nursing. N. Cohen made the motion and it was seconded by H. Howery. Chair Harris called for a vote and the vote was unanimous.

- v. Therapeutic Recreation – C2 Certificate – Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality]

Chair Harris called for a motion to approve the modifications to the Middlesex CC C2 Certificate Program in Therapeutic Recreation. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Sharale Mathis, Dean of Academic and Student Affairs and Dr. Jennifer Hernandez, Associate Professor and Program Coordinator of the Human Services and Therapeutic Recreation Programs presented the program. MxCC is seeking to modify its C2 Certificate in Therapeutic Recreation by adding a fully online modality and offering the program in a condensed format. The reasons for the potential modifications to the program are to satisfy upgraded employment requirements and workforce needs, to increase accessibility for the students, and to reduce the timeframe for students to attain the certificate from 16 weeks to 7 weeks. The Therapeutic Recreation C2 Certificate is a workforce-ready certificate and students, with the certificate, can qualify for immediate employment in nursing homes and in group homes. MxCC is implementing different levels of marketing to increase enrollment in the certificate. Students can apply credits from the Therapeutic Recreation C2 Certificate to the Human Services program.

Regent Howery asked if there is a financial payback for CNAs to get the C2 Certificate in Therapeutic Recreation. Dr. Hernandez responded that a CNA could earn more money with the certificate in a job that is not as physically demanding, and the certificate can open more advancement opportunities both academically and career-wise.

Chair Harris called for a vote to approve the modifications to the Middlesex CC C2 Certificate in Therapeutic Recreation, including the addition of an online modality and a reduced timeframe, from 16 weeks to 7 weeks, to attain the certificate. A vote was taken and the vote was unanimous.

c. Suspensions

i. Music Education – MS – Western CT State University

Chair Harris called for a motion to suspend the Western CT State University MS degree in Music Education. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Missy Alexander, Provost and Vice President for Academic Affairs, presented the program. The enrollment in this program has been lagging in the past few years. WCSU wishes to pause enrollment to retool the program for a relaunch in Fall 2022. WCSU is considering adding a hybrid modality to accommodate students who are working professionals and to attract a broader audience. WCSU will take the opportunity to refresh the curriculum and is considering adding a Jazz component. WCSU wishes to maintain the degree building on the success of its undergraduate Music Education program.

Chair Harris called for a vote to suspend the Western CT State University MS degree in Music Education and the vote was unanimous.

d. New Programs

i. Special Education – MS – Eastern CT State University

Dr. William Salka, Provost and VP for Academic Affairs, Dr. Elizabeth Scott, Dean of Education and Professional Studies, and Dr. Sudha Swaminathan, Chair of the Department of Education, presented the proposed new 30-credit MS degree in Special Education for licensure and initial accreditation. The program addresses the existing need for K-12 special educators in CT. The long-standing shortage of Special Education teachers in CT is severe and persistent. The proposed new program is designed to attract more students into Special Education. ECSU has many undergraduate teacher candidates interested in the proposed new program. There are minimal start-up costs, no new full-time faculty will be required, and the program will produce revenue in its first year. ECSU

has used conservative enrollment estimates in its proposal. Dean Scott noted that there were only 180 Special Education graduates in Academic Year 2018-2019 while Jobs EQ showed over 700 openings in CT for Special Education teachers. Dean Scott also noted that there is a great inequity in the ratio of teachers to students in high-poverty districts (1:49 teacher to student ratio) as compared to low-poverty districts (1:14 teacher to student ratio).

Dr. Scott enumerated the unique characteristics of the proposed new program:

- a) 80% of the program is online which will attract working professionals.
- b) Two courses in the curriculum set the program apart from other special education programs – Special Education and the Arts and Interagency Collaboration to give Special Education students more tools to work with students with disabilities. The hope is that this course will help students to be more effective and less prone to burnout.
- c) The Practicum will be on ground in the candidate's own home community and school setting eliminating the need to commute to the ECSU campus.

Chair Harris asked if ECSU's proposed new MS in Special Education program will draw students from the other three CSUs. Dean Scott responded that ECSU hopes to expand the number of Special Education students who are studying to become teachers with the goal to increase the number of Special Education teachers in the state. She also noted that the proposed ECSU model for the MS in Special Education can be adopted by the other CSUs offering the program. Provost Salka noted that there is strong enrollment in the CCSU and SCSU MS in Special Education programs; and he feels that there is enough demand for the program.

Chair Harris called for a motion to approve the proposed new Eastern CT State University MS degree in Special Education. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote to approve and the vote was unanimous.

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

Chair Harris called for a motion to approve the 2020-2021 Mid-Year Tenure recommendations from Southern CT State University. The motion was moved by N. Cohen and seconded by A. Budd. Chair Harris called for a vote to approve and the vote was unanimous.

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

- g. Academic Programming Approval Policy

Chair Harris discussed the change to the Concept Paper requirement. She noted that the BOR had added the concept paper to the process of new program approval. Institutions are required to present a concept paper to the Academic Council for discussion to make sure there is a need for the program and there are no serious design flaws. Once approved by the Academic Council the institution then submits a full new program proposal to the Academic Council. Responding to institutional requests, the concept paper will now be optional. Institutions will be able to submit full new program proposals without first submitting concept papers but will still have the option to present concept papers to the

Academic Council, if desired. Dr. Ken Klucznik, VP of Academic Affairs, presented the other two changes to the Academic Programming Approval Policy. The process for the replication of College of Technology programs has been revised to reflect current practice. Requirements for Below Threshold Program Reporting were clarified and corrected.

Chair Harris called for a motion to approve the modifications to the Academic Programming Approval Policy. The motion was moved by H. Howery and seconded by A. Budd. Chair Harris called for a vote to approve and the vote was unanimous.

4. Informational Items

- a. CSCU Sabbatical Leaves
 - i. Western CT State University
 - ii. Eastern CT State University

Chair Harris noted that Informational Items do not need approval. The Central CT State University Sabbatical Leaves were omitted from the agenda packet for this meeting. Chair Harris read the names of the candidates for sabbatical leave from CCSU. She noted that these sabbaticals will be included in the record and in the minutes for today's meeting.

- b. CSCU Recommendations for Emeritus Status
 - i. Southern CT State University
 - ii. Middlesex Community College
- c. Below Threshold
 - i. Biochemistry Concentration – BS Chemistry to MS Chemistry Accelerated Pathway – Southern CT State University
 - ii. Criminology and Criminal Justice Concentration – BS Sociology to MS Sociology Accelerated Pathway – Southern CT State University
 - iii. BA Sociology Concentration – BA Sociology to MS Sociology Accelerated Pathway – Southern CT State University
 - iv. Commercial Lending – Official Certificate Program (OCP) – Central CT State University

b. Update: Connecticut State Community College – Curriculum Alignment: Scope, Goals, and Guiding Principles

The agenda was adjusted to include status reports from three additional Students First workgroups in addition to the one listed on the agenda, Curriculum Alignment. The three additional workgroups are Shared Governance, Strategic Planning, and Service Level Agreements/Enrollment Management. These groups are building the structure for the CT State Community College (CSCC).

i. Curriculum Alignment

Dr. Francine Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, Dr. Carolina Flores, Professor, Music, Manchester CC, Rebecca Rist-Brown, Professor and Program Coordinator, Criminal Justice & Criminology Studies, Middlesex CC, presented for the Curriculum Alignment workgroup. Dr. Rosselli-Navarra explained that the 12 community colleges have 12 different catalogues. In total, there are 650 associate degrees and 350 certificates. The goal of curriculum alignment is to create a single catalogue for CSCC. The single catalogue needs to go live no later than October 2022 so that students can apply to CSCC for the Fall 2023. Dr. Rosselli-Navarra talked

about the process flow for the Curriculum Alignment workgroup and noted that most programs are still in Stage 1: Faculty Preparation. She spoke about Stage 2 in which the Aligned Program Review Committee (APRC) will review all the proposals and forward them to the SF ASA CC or the faculty for further review. Several programs have moved through Stage 2 and have moved to Stage 3: Campus Endorsement. Dr. Rosselli-Navarra introduced Professor Rebecca Rist-Brown and Dr. Carolina Flores, faculty members, who spoke about their experiences on the Criminal Justice and Music workgroups, respectively.

- a) Course Syllabi - Dr. Rosselli-Navarra noted that it has been very challenging to get syllabi at all institutions. She noted that CSCC will have curriculum software and course syllabi will be in a single repository.
- b) Faculty Time in Workgroups – Response: All faculty had the opportunity to work during the summer in workgroups. The work was very detailed which required time away from the regular semester. Dr. Rosselli-Navarra noted that one solution being employed to speed up this work is to prefill the templates to allow the workgroups more time to focus on curricular issues.
- c) Have all programs gone through this process? How many people are involved? Response: The 650 degrees were combined into discipline/program groups totaling about 90 groups. Of these, 45 groups are in an active state. The remainder were active previously. The challenge is staffing to support these groups.
- d) How will you accommodate the workflow at the individual community colleges within the CSCC Curriculum Alignment Process Flow? This is an ambitious timeline. How do you accommodate all groups? Response: Campus Endorsement is not the first time we've asked for feedback. In Stage 1, only a portion of faculty is involved. There's an initial feedback loop built in before programs go to the APRC. Faculty will be given a month to review and make changes. In Stage 2, the review by APRC is a second point of feedback. Stage 3, Campus Endorsement, represents a third review.

Mike Stefanowicz, Interim AVP of Academic Programs and Curriculum, noted that the alignment work began in Fall 2018. We are on a tight timeline and need to move this along to get through the various layers of governance that are required. Professor Rist-Brown talked about centers of excellence that grew out of the work of the Criminal Justice Workgroup which allowed for specialties and individual identities on each campus and the importance of the APRC reviews of their work which provide a totally different and neutral set of people and perspectives.

- e) Have the CSUs been involved in the process? Response: In some cases, all drafts of the TAP Pathways have been sent to the CSUs and private institutions with which the community colleges have TAP Agreements. Research regarding course descriptions has been done on the CSU websites. Steve Marcelynas, Director for the Office of Transfer and Articulation, has been reviewing the aligned curriculum for TAP programs.

Chair Harris asked for continued updates from the CSCC workgroups in Fall 2021.

ii. Shared Governance

AVP Stefanowicz gave some history on the Shared Governance proposal and shared highlights of the feedback and comments that the workgroup received. He noted that a draft of the proposal was submitted to the community colleges on November 23, 2020

with a deadline of December 31, 2020 for public comments. He hopes to have an update for NECHE in June

The highlights of the feedback received are:

- a) CSCC Organizational Chart - Responses to the organizational chart were shared with management.
- b) Curriculum Congress - The makeup of the Curriculum Congress should have a majority of Faculty members. However, currently, 9 out of 12 community colleges' curriculum committees have non-faculty members with voting rights. A NECHE Standard is that curriculum is the primary domain of the faculty which should have the majority of votes.
- c) Questions were raised on whether curriculum goes from the community colleges to the Curriculum Congress or directly to the college's administration for approval.
- d) Appeal Process - Questions were raised on the appeal process.

The goal is to send the final proposal to each community college for an endorsement vote in March 2021 and to present an update on the proposal to the BOR ASA Committee and the full BOR in May 2021.

Chair Harris commented that a goal should be to make the process as nimble as possible for community colleges to get programs approved. AVP Stefanowicz agreed. He mentioned minimizing the time to approve workforce development programs, which respond to immediate industry needs, while also working within the governance structure which NECHE requires. The governance bodies need to be in place by AY 2022-2023 and staffing the committees will start in Spring 2022. Chair Harris noted that this is important work that is critical for NECHE approval. We must ensure that faculty have the appropriate voice to move curriculum along.

iii. Strategic Planning

Dr. Tanya Millner, Associate Vice President of Teaching & Learning, gave an update on the Strategic Plan and Process for the CSCC. The last NECHE Update stipulated that CSCU must have a clear-cut Strategic Plan and Process for the CSCC. The Strategic Planning Committee developed six Guiding Principles for CSCC based on the CSCC Mission and Vision, the BOR Goals, and the Strategic Plans, Goals and Missions of each of the twelve community colleges.

Dr. Millner enumerated the six Guiding Principles:

- 1) Equity, Inclusion and College Culture
- 2) Students Access, Support and Success
- 3) Enrollment Management
- 4) Academic Innovation, Institutional Effectiveness, and Professional Growth
- 5) Stewardship, Affordability and Sustainability
- 6) Workforce Development and Community Engagement

The Guiding Principles and Process are now with the Campus CEOs to populate the Executive Strategic Planning Council for CSCC. The Strategic Planning Committee has identified 20 areas to be represented on the Council. Dr. Millner stated that the Committee will have an update for April 2021 which can be included in the response to NECHE Report.

iv. Service Level Agreement/Enrollment Management

Dr. Alison Buckley, Vice President for Enrollment Management, discussed the reorganization and new reporting structures of CSCC. The transition to the CSCC has begun by moving the direct supervisory line for the campus leads to the functional AVPs in the areas of Admissions, Financial Aid, Registration, Advising, and Enrollment Management. Dr. Buckley named the functional AVPs – Dr. Gayle Barrett (Registration), Tamika Davis (Admissions), Steve McDowell (Financial Aid), and Mike Buccilli (Advising). The change in supervisory lines will take place between now and March 26, 2021.

Dr. Buckley enumerated the reasons for moving forward with the restructuring at this time:

- 1) A gradual phased implementation will be less disruptive for students and staff.
- 2) The community colleges are resource constrained. Dual positions are being filled. Pooling talent and working together will be more efficient.
- 3) The pandemic triggered an enrollment crisis. Benchmarks and department performance measures to improve enrollment are being established.

Questions/Comments from the Committee included:

- i. *How many people are involved?* Response: 54 staff will have new supervisors. In addition, there are open positions. Staff will retain the same job title and level, compensation, and job duties. This is a change in supervision, assigning the existing teams to the CSCC functional teams.
- ii. *Many colleges are under resourced. The level of change doesn't respond to the need. Does this structure allow for more resources?* Response: Advising will hire significantly more resources. We will bring Advising into the Service Agreements as we bring on Guided Pathways. Pooling resources will alleviate the administrative burden.
- iii. *A suggestion was made to keep the lines of communication open and clear and moving both ways between the individual colleges and CSCC.* Response: Dr. Buckley discussed the rollout of the change in supervision. The first communication was face to face. The CSCC Team is starting to articulate what the organization will look like and building a long-term communication plan.
- iv. *Does a communication plan exist where official communication can go to the Faculty Advisory Committee Leadership who can then distribute the communication to its membership?* Response: President Levinson sent out an email to the community college staff. Frequently Asked Questions were also posted on the website and will evolve in time. The functional AVPs may also be featured in videos regarding the new structure. The message to the community colleges should be a single communication, unified and clear, as we move from individual community colleges to CSCC. We must adjust to a new culture and a new communication process.

Chair Harris stated that she looks forward to continuing the conversation and hopes that comments from the FAC will be forwarded to the presenters and the full BOR ASAC.

On a motion by N. Cohen and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:08 p.m.



Central Connecticut State University

MEMORANDUM

To: Mark E. Ojakian
President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro 
President, CCSU

Date: December 7, 2020

Re: Sabbatical Leaves for 2021-2022

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2021-2022 academic year:

First Name	Last Name	Department	Project Title	Requested Time Period
Helen	Abadiano	Literacy, Elementary, and Early Childhood Education	A Compendium of Quality Practicum Experiences in Reading/Literacy Specialist Programs That Align With the 2017 International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals	Fall 2021
Stephen	Adair	Sociology	Labor and Value in an Age of Growing Inequality	AY 2021-2022
Marian	Anton	Mathematical Sciences	Math Foundations - Algebra with Arithmetic Models	Fall 2021
David	Blitz	Philosophy	Bertrand Russell: The Unity of His Thought in Philosophy and in Practice	Spring 2022
Daniel	Broyld	History	A New Lens for Black Diaspora Studies: Fashion, Futurism, and Graffiti	Fall 2021 and Spring 2022
Sourav	Chakraborty	Chemistry and Biochemistry	Phytochemical profiling of nectar and fruit from <i>Jaltomata</i> species using Matrix Assisted Laser Desorption Ionization - Time of Flight mass Spectrometry (MALDI - TOF MS)	Fall 2021
Sixia	Chen	Computer Science	An Open Problem in the Applications of CRDTs to Collaborative Text Editing	Fall 2021
Diana	Cohen	Political Science	Crashing the Boards: The Politics of Professional Women's Ice Hockey	AY 2021-2022
Cheryl S.	Crespi	Accounting	Closing a gap in community engagement: Consideration for the Volunteer Income Tax Assistance Program	Spring 2022

Darius	Dziuda	Mathematical Sciences	Writing the book entitled "Multivariate Biomarker Discovery: Efficient Analysis of High-dimensional Biomedical Data" for Cambridge University Press	Spring 2022
Theodore	Efremoff	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	Fall 2021
Bob	Emiliani	Manufacturing and Construction Management	Analysis of Data collected from TM590 (Decision Failure Analysis in Technology Management)	Spring 2022
Timothy	Garceau	Geography	The Diffusion of Roundabouts as Intersection Treatments: Seeking an Understanding of Their Resistance and Implementation	Spring 2022
Vicente	Garcia	Art	Going for the Gold (and Silver)	Fall 2021
Ivan	Gotchev	Mathematical Sciences	Cardinal Functions on Topological Spaces	Fall 2021
Drew L.	Harris	Management & Organization	An Introduction to Formal Privilege and the structural foundations governing fair and sustainable organization and economies	Fall 2021
Michelle M.	Kusaila	Accounting	Certified Fraud Examiner designation and the issue of corporate social responsibility and juror auditor liability decisions	Fall 2021
John	Mitrano	Sociology	An Examination of Heritage Tourism's Role in the Ethnic Identity Formation Process	Spring 2022
Barbara	Nicholson	Biology	Below the Trees: Broadening the Farmington Land Trust Database to include Mosses and Lichens	Fall 2021
Elizabeth	Olson	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	Fall 2021
Oscar	Perdomo	Mathematical Sciences	Quantum state preparation	Fall 2021
Linda	Reeder	Manufacturing and Construction Management	Mary E. J. Colter's Design Processes and Construction Methods	AY 2021-2022
Louise	Williams	History	Our Voice as in a Dream: An Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920	Fall 2021
Leanne	Zalewski	Art	American Women Shaping Art History: Late Nineteenth-Century Authors, Clara Erskine Clement and Clara Stranahan	Spring 2022

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Introduction to Manufacturing (CIP Code: 15.0613 / OHE# 15307) leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

A True Copy:

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

ITEM

Discontinuation of a program Introduction to Manufacturing leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

BACKGROUND

The program discontinuation was initiated by the Academic Program Review for the manufacturing program. Interest among students and local industry has been declining over the last several years. Given the current financial environment the enrollment in this certificate does not support its continuation.

Phase out: May 2022

The two students registered as a full-time student will be contacted. They are registered for this fall. Once the teach out begins additional research and general communications will provide information to other students who may have an interest on what courses to take to receive an associate degree in Manufacturing Engineering Technology or an AAS in General Engineering Technology, the 2 most straightforward alternatives. Other certificate options can be explored on a case by case basis.

There is no cost associated with closing this program.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College	Date of Submission to CSCU Office of the Provost: 1/05/21	
Discontinued Program: Introduction to Manufacturing (Level 1) CIP: 150613 OHE#: 15307 BOR Accreditation Date: 6/15/09 Phase Out /Teach Out Period Spring 2020-Spring 2022 Expected Date of Program Termination May 2022		
Program Characteristics		
Name of Program: Introduction to Manufacturing (Level 1)		
Degree: Title of Award (e.g. Master of Arts) NA		
Degree Certificate: (specify type and level) NA		
Stand-Alone Certificate: (specify type and level) Certificate		
Modality of Program: On ground Online x Combined		
Locality of Program: x On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Business and Technology		
Institutional Contact for this Proposal: Michael Gentry	Title: MFG PC	Tel.: (860) 215-9428 e-mail: mgentry@threerivers.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 program discontinuance was initiated by the Academic Program Review for the manufacturing program. Interest among students and local industry has been declining over the last several years. The lack of a consistent full time PC over the last several years has adversely impacted this program.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major Code	Program Description	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	5 yr Av
KK56	Introduction to Manufacturing (Level 1)	1	19*	5	3	2	6
Up-tick based on enrollment of EB apprentices. Since then a stand-alone certificate has been developed.							

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

Phase Out/Teach Out Strategy

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

The two students registered as a full-time student will be contacted. They are registered for this fall. Once the teach out begins additional research and general communications will provide information to other students who may have an interest on what courses to take to receive an associate degree in Manufacturing Engineering Technology or an AAS in General Engineering Technology, the 2 most straightforward alternatives. Other certificate options can be explored on a case by case basis.

SECTION 3: RESOURCES

Close Out

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

None

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?

None

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology (CIP Code: 52.0401 / OHE# 001739) leading to an Associate of Science at Tunxis Community College, effective May 2023.

A True Copy:

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

ITEM

Discontinuation of a program Business Office Technology leading to an Associate of Science at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Business Office Technology, program ID J11JA26 CIP: 520401 OHE#: 001739 BOR Accreditation Date:		
Phase Out /Teach Out Period Two-year period Expected Date of Program Termination Spring 2023		
Program Characteristics		
Name of Program: Business Office Technology		
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: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Tunxis Community College		
Institutional Contact for this Proposal: Candace M. Carbone	Title: Program Coordinator and Professor of BOT	Tel.: 860.773-1609 e-mail: ccarbone@txcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

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.)

After reviewing the currently enrolled Business Office Technology student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

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

SECTION 3: RESOURCES

Close Out

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

None

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?

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self -studies suggesting so in a time of the medical boom. The other institutions that have more than one faculty member and one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, we were able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then we began only offering them by semester and once a year. On the positive side, we were the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology – Medical Option (CIP Code: 52.0401 / OHE# 007607) leading to an Associate of Science at Tunxis Community College, effective May 2023.

A True Copy:

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

ITEM

Discontinuation of a program Business Office Technology – Medical Option leading to an Associate of Science at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty number/program coordinator, the Tunxis BOT: Medical Option Associate of Science and Health Information Technology certificate will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology – Medical Option student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: BOT: Medical Option J11JA79 CIP: 520401 OHE#: 007607 BOR Accreditation Date: Phase Out /Teach Out Period Two-year period Expected Date of Program Termination Spring 2023		
Program Characteristics		
Name of Program: Business Office Technology: Medical 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: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Tunxis Community College		
Institutional Contact for this Proposal: Candace M. Carbone	Title: BOT Program Coordinator and Professor	Tel.: 860.773-1609 e-mail: ccarbone@txcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT: Medical Option and Health Information Technology certificate will no longer be able to compete with those colleges.

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.)

After reviewing the currently enrolled Business Office Technology: Medical Option student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

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

SECTION 3: RESOURCES

Close Out

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

None

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?

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self -studies suggesting so in a time of the medical boom. The other institutions that have more than one faculty member and one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, we were able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then we began only offering them by semester and once a year. On the positive side, we were the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Health Information Technology (CIP Code: 51.0713 / OHE# 007612) leading to a C3 Certificate at Tunxis Community College, effective May 2023.

A True Copy:

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

ITEM

Discontinuation of a program Health Information Technology leading to a C3 Certificate at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT: Medical Option and Health Information Technology certificate will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Health Information Technology student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C3 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Health Information Technology Certificate- J13JJ32 CIP: 510713 OHE#: 007612 BOR Accreditation Date:		
Phase Out /Teach Out Period: Two-year period Expected Date of Program Termination Spring 2023		
Program Characteristics		
Name of Program: Business Office Technology: Medical Option		
Degree: Title of Award (e.g. Master of Arts)		
Degree Certificate: (specify type and level) Health Information Technology C3		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: X On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Tunxis Community College		
Institutional Contact for this Proposal: Candace M. Carbone	Title: BOT Program Coordinator and Professor of BOT	Tel.: 860.773-1609 e-mail: ccarbone@txcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT: Medical Option and Health Information Technology certificate will no longer be able to compete with those colleges.

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.)

After reviewing the currently enrolled Health Information Technology certificate student transcripts, the determination will be made to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

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

SECTION 3: RESOURCES

Close Out

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

None

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?

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self -studies suggesting so in a time of the medical boom. The other institutions that have more than one faculty member and one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, we were able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then we began only offering them by semester and once a year. On the positive side, we were the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology Office Applications (CIP Code: 52.0401 / OHE# 001880) leading to a C2 Certificate at Tunxis Community College, effective May 2023.

A True Copy:

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

ITEM

Discontinuation of a program Business Office Technology Office Applications leading to a C2 Certificate at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology program and the Office Applications certificate associated with the parent BOT program. Manchester Community College and Gateway Community College also have this program and certificates and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology Office Applications student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Office Applications Certificate -J13JJ24 CIP: 520401 OHE#: 001880 BOR Accreditation Date:		
Phase Out /Teach Out Period Two-year period Expected Date of Program Termination Spring 2023		
Program Characteristics		
Name of Program: Business Office Technology		
Degree: Title of Award (e.g. Master of Arts)		
Degree Certificate: (specify type and level) Office Applications Certificate		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Tunxis Community College		
Institutional Contact for this Proposal: Candace M. Carbone	Title: BOT Program Coordinator and Professor of BOT	Tel.: 860.773-1609 e-mail: ccarbone@txcc.commnet.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology program and the Office Applications certificate associated with the parent BOT program. Manchester Community College and Gateway Community College also have this program and certificates and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

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.)

After reviewing the currently enrolled Business Office Technology student transcripts, the determination to offer the students the following options:

1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
2. Change majors at Tunxis Community College, or
3. Transfer to either Manchester or Gateway Community College and finish their program.

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

SECTION 3: RESOURCES

Close Out

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

None

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?

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self -studies suggesting so in a time of the medical boom. The other institutions that have more than one faculty member and one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, we were able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then we began only offering them by semester and once a year. On the positive side, we were the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Skills (CIP Code: 52.0101 / OHE# 015104) leading to a C2 Certificate at Middlesex Community College, effective May 2022.

A True Copy:

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

ITEM

Discontinuation of a program Business Skills leading to a C2 Certificate at Middlesex Community College, effective May 2022.

BACKGROUND

There continue to be low enrollment and low completion rates for this program. The Business Skills title and program does not meet current marketplace or workforce development needs. A more marketable name for the program would be Business Administration Fundamentals. The target market for this type of certificate are students who are 4-year University graduates who are non-business students looking to get the prerequisites to complete for entry into a M.B.A. program. MxCC's Business Program has had several of these students, just not enough to warrant continuation of the program.

Phase out: May 2022

Students can move into the A.S. degree in Business Administration which is a better option to meet workforce and transfer opportunities.

There is no cost associated with closing this program.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 01/27/2021	
Discontinued Program: Business Skills Certificate CIP: 520101 OHE#: 15104 BOR Accreditation Date: 04/02/2009 Phase Out /Teach Out Period 1 year Expected Date of Program Termination 5/30/2022		
Program Characteristics		
Name of Program: Business Skills Certificate		
Degree: Title of Award (e.g. Master of Arts) Certificate		
Degree Certificate: (specify type and level) C2		
Stand-Alone Certificate: (specify type and level) C2		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Main Campus		
Institutional Contact for this Proposal: Susan Lugli	Title: Professor & Program Coordinator for Business Programs	Tel.: 860.343.5840 e-mail: slugli@mxcc.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.

This program is attractive to students or meets their current interests. There continues to be low enrollment and low completion rates for 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.)

Students can move into the A.S. degree in Business Administration which is a better option to meet workforce and transfer opportunities.

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/costs associated to discontinue the program. It is a financial zero impact program.

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

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

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

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

The Business Skills title and program does not meet current marketplace or workforce development needs. A more marketable name for the program would be Business Administration Fundamentals, The target market for this type of certificate are students who are 4-year University graduates that are non-business students looking to get the prerequisites to complete for entry into a M.B.A. program. MxCC's Business Program has have had several of these students just not enough to warrant continuation of the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Health Informatics (CIP Code: 51.2706 OHE # 019350) leading to an Official Certificate at Charter Oak State College for a period of seven semesters from initial accreditation.

A True Copy:

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

ITEM

Accreditation of a licensed program in Health Informatics leading to a Master of Science at Charter Oak State College.

BACKGROUND

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

PERFORMANCE INDICATORSStudent Enrollment**Actual and Projected Enrollment**

Actual and Projected Enrollment	Year 1 2020-2021		Year 2 2021-2022		Year 3 2022-2023	
	Fall Part Time	Spring Part Time (actual)	Fall Part Time (projected)	Spring Part Time (projected)	Fall Part Time (projected)	Spring Part Time (projected)
Internal Transfers <i>(from other programs)</i>	0	0	0	0	0	0
New Students <i>(first time matriculating)</i>	8	3	10	7	10	7
Continuing <i>(students progressing to credential)</i>	--	6	9	19	26	36
Headcount Enrollment	8	9	19	26	36	43
Total Estimated FTE per Year (PT Heads / 3)	5.6		15		26.3	

Projected full-time equivalent (FTE) enrollment for program's Year 3: 26.3

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

Difference: N/A

There was a delay in the implementation of the Program. The M.S. in HI and HCA were approved for licensure by the BOR in Fall 2017. A Program Director was hired August of 2019 and the M.S. HCA Program started Spring Semester (January 21, 2020) Term 1. The M.S. HI Program was not started until Fall Semester 2020 (August 24, 2020) with eleven (11) students. Spring Semester Term1 (January 19, 2021) has a total of ten (10) enrolled students in the program.

Cost Effectiveness

Total Revenue generated by program during its Year 3: N/A

Total Expenditures apportioned to program in its Year 3: N/A

Difference: N/A

Learning Outcomes

The comprehensive Master of Health Informatics curriculum focuses on the interdisciplinary study of the design, development, adoption and application of information, data and technology driven innovations in healthcare.

Program Outcomes:

1. The MS in Health Informatics Program prepares students to:
2. Apply healthcare informatics and technology concepts and skills to case studies and real-world situations
3. Calculate and assess health data and statistical data for decision making in the healthcare environment
4. Develop policies and procedures for healthcare organizations in areas such as legal, ethical, privacy and security and information governance
5. Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives
6. Develop system design and software initiatives for healthcare organizations
7. Compile, conduct and create new information based the use of technology and datasets through data analytics
8. Determine best practices for implementation of technology initiatives through effective project management
9. Compare and contrast the varying medical vocabularies and classification systems for best use in health information technology initiatives

Competency Model:

The MS HI Program Competency Model is designed to include AMIA's Domains identified as pertinent and essential foundation for Health Informatics. The Domains and Competencies are aligned with the program's overall mission and vision of the program.

PROGRAM CHANGES

All course developers and adjunct faculty have been hired for the M.S. HI Program. Course development completion includes the first five (5) M.S. HI courses with another two (2) in current development. The remaining course developments have been scheduled with the Instructional Design team and the associated faculty hired.

ADDITIONAL INFORMATION

Since the initiation of the Health Sciences and Technology Department, dual and pathway major options are being reviewed. The dual major would allow a graduate student to double-major in the M.S. HI and M.S. HCA Programs. A defined pathway has been approved that allows the opportunity for the B.S. Program students to opt to take two (2) graduate course electives, total of six (6) credits, prior to graduation to be used towards the M.S. in HI or HCA. The following are the two (2) course elective options: HCA510 Advanced Healthcare Finance and HIF530 Healthcare Informatics and Technology.

RECOMMENDATION

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

03/12/2021 – BOR Academic & Student Affairs Committee

03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 1/8/2021
Most Recent NECHE Institutional Accreditation Action and Date: 2016	
Program Characteristics Name of Program: Health Informatics Degree: Title of Award (e.g. Master of Arts) Master of Science Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: August 24, 2020 Year 3 – 7 th Semester Date: January 19, 2021 *Start of 2 nd Semester Date of First Graduation: Fall 2022 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Program Credit Distribution # Credits in General Education: N/A # Credits in Program Core: 33 # Credits of Electives in the Field: N/A # Credits of Other Electives: N/A # Cr Special Requirements (include internship, etc.): N/A <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Date of BOR Approval: 9/2017 CIP: 51.2706 Medical Informatics OHE#:	
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost
	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu
Dr. Brooke Palkie	Dir of Health Sciences and Technology Department
	bpalkie@charteroak.edu

SECTION 2: PERFORMANCE INDICATORS

Actual and Projected Enrollment

Actual and Projected Enrollment	Year 1 2020-2021		Year 2 2021-2022		Year 3 2022-2023	
	Fall Part Time (actual)	Spring Part Time (actual)	Fall Part Time (projected)	Spring Part Time (projected)	Fall Part Time (projected)	Spring Part Time (projected)
Internal Transfers (from other programs)	0		0	0	0	0
New Students (first time matriculating)	11	4	10	7	10	7
Continuing (students progressing to credential)	--	6	9	19	26	36
Headcount Enrollment	11	10	19	26	36	43
Total Estimated FTE per Year (PT Heads / 3)	5.6		15		26.3	

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

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 26.3

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

Difference: N/A

There was a delay in the implementation of the Program. The M.S. in HI and HCA were approved for licensure by the BOR in Fall 2017. A Program Director was hired August of 2019 and the M.S. HCA Program started Spring Semester (January 21, 2020) Term 1. The M.S. HI Program was not started until Fall Semester 2020 (August 24, 2020) with eleven (11) students. Spring Semester Term1 (January 19, 2021) has a total of ten (10) enrolled students in the program. Term 2 starts in a couple of weeks. There are 3 students who haven't registered yet for term 2. And two students withdrew from the college.

We are building the budget and enrollment on part time students because most of the people attracted to this program are probably working full time and therefore will only take one a course a term. That is the predominant pattern in our other graduate courses.

Cost Effectiveness

Total Revenue generated by program during its Year 3: N/A

Total Expenditures apportioned to program in its Year 3: N/A

Difference: N/A

Learning Outcomes

Mission

To prepare a diverse group of highly effective health informatics leaders that utilize multifaceted strategies of the design, development, adoption and application of innovative IT-based and data analytic skill application necessary to transform and improve health care delivery, administration, research, and outcomes.

Vision

To create Health Informatics leaders in the health data and applied informatics field.

Program Description

The comprehensive Master of Health Informatics curriculum focuses on the interdisciplinary study of the design, development, adoption and application of information, data and technology driven innovations in healthcare.

Program Outcomes

The MS in Health Informatics Program prepares students to:

1. Apply healthcare informatics and technology concepts and skills to case studies and real-world situations
2. Calculate and assess health data and statistical data for decision making in the healthcare environment
3. Develop policies and procedures for healthcare organizations in areas such as legal, ethical, privacy and security and information governance
4. Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives
5. Develop system design and software initiatives for healthcare organizations
6. Compile, conduct and create new information based the use of technology and datasets through data analytics
7. Determine best practices for implementation of technology initiatives through effective project management
8. Compare and contrast the varying medical vocabularies and classification systems for best use in health information technology initiatives

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

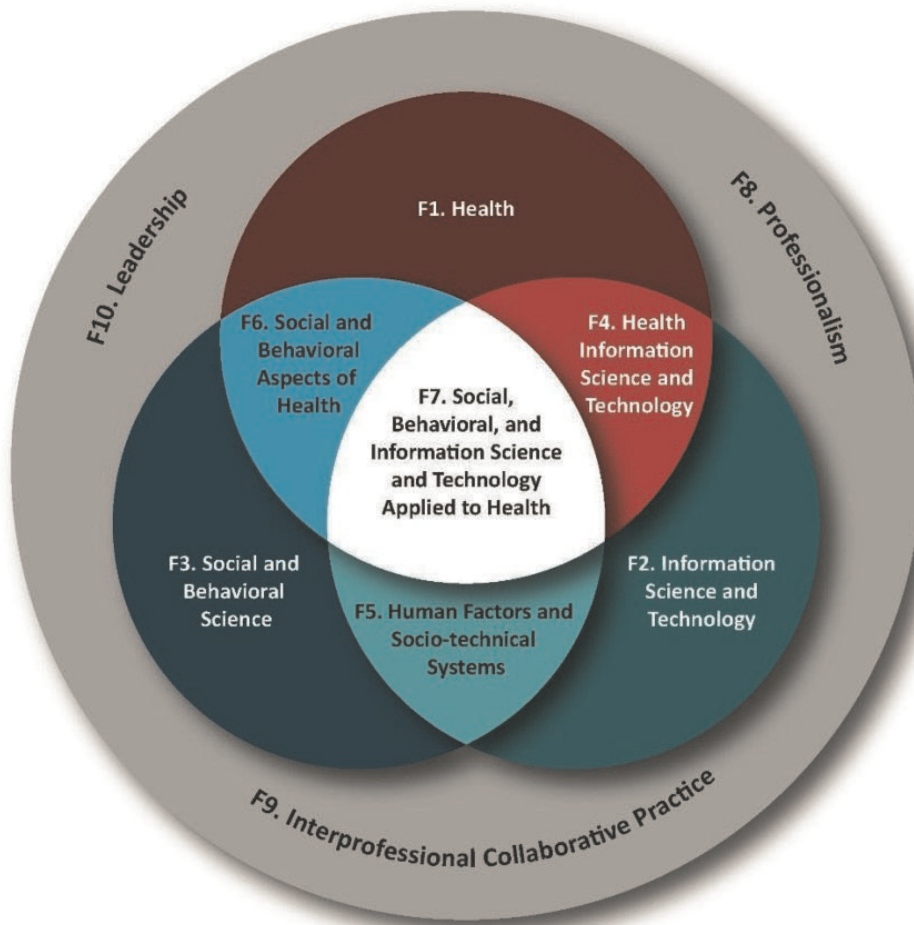
Connecticut State Colleges & Universities System Office

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Competency Model

The MS HI Program Competency Model is designed to include AMIA's Domains identified as pertinent and essential foundation for Health Informatics. The Domains and Competencies are aligned with the program's overall mission and vision of the program.

Foundational Domains: F1. Health, F2. Information Science and Technology, F3. Social and Behavioral Science, F4. Health Information Science and Technology, F5. Human Factors and Socio-technical Systems, F6. Social and Behavioral Aspects of Health, F7. Social, Behavioral, and Information Science and Technology Applied to Health, F8. Professionalism, F9. Interprofessional Collaborative Practice, F10. Leadership



AMIA: Foundational domains of applied health informatics

Each course identifies the Program Learning Outcomes (PLOs) that are covered within that course. Student Learning Outcomes (SLOs) are then identified within each course to identify how the Program Learning Outcomes (PLOs) are met. Each assignment within that specific course is correlated to the Student Learning Outcomes (SLOs) and at what Bloom's Taxonomy Level the Student Learning Outcomes (SLOs) are met at. The M.S. HI Program has provided two (2) courses since the start of the Program in August 2020 (Fall T1) and has begun the third (3rd) course as of January 19, 2020. Here is an example of one of the course structures (HIF615 IT Project Management).

Course: HIF615 Information Technology Project Management

Students will get a foundation of concepts and solutions that support the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a health information system project utilizing project management tools.

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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Domains: F2 Information Science and Technology, F5 Human Factors and Socio-technical Systems & F10 Leadership

Program Learning Outcome (PLO): #1. Apply healthcare informatics and technology concepts and skills to case studies and real-world situations; #4 Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives and #7. Determine best practices for implementation of technology initiatives through effective project management

Course-level Student Learning Outcomes (SLOs) followed by the indented Bloom's Taxonomy Level:

1. Implement the elements of project management design, development, and deployment (3)
2. Utilize the principles of project management to successfully conduct a project (3)
3. Create a project charter by leveraging the business documents (6)
4. Analyze the impact of stakeholders in relation to project management (4)
5. Construct a project management plan which will result in scope management and requirement management (6)
6. Design a WBS that leads to plan schedule management, estimation and schedule development (6)
7. Illustrate how to organize a resource management plan (2)
8. Conduct and propose project work through resource acquisition, team development & management, quality management, communication management, change management and risk management (6)
9. Evaluate a project through monitoring and controlling processes (5)
10. Conduct and present project closure to document lessons learned, execute final transition and prepare a final report (6)

The course itself weaves the intended competencies through the course schedule to identify which PLOs and which SLOs are covered, where they are covered, and finally at which Bloom's Taxonomy Level.

Course Schedule:

Week	PLOs	SLOs	Readings and Exercises	Assignment(s)
1	4, 7	1, 4	<p>Topic: Initiating & Planning</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Heldman, K. Chapters 2 & 3 ● PowerPoint presentation, Week 1 Lecture 	<ul style="list-style-type: none"> ● Read assigned chapters ● Review the lecture material ● Participate in discussions ● Complete project assignment – Phase I
2	1, 4, 7	2, 3, 4, 5	<p>Topic: Planning</p>	<ul style="list-style-type: none"> ● Read assigned chapters ● Review the lecture material ● Participate in

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			Readings: <ul style="list-style-type: none"> Heldman, K. Chapters 4, 5, 6 & 7 PowerPoint presentation, Week 2 Lecture 	discussions <ul style="list-style-type: none"> Revise project assignment – Phase I Submit journal entry
3	4, 7	2,3, 4,5, 6	Topic: Executing Readings: <ul style="list-style-type: none"> Heldman, K. Chapter 8 PowerPoint presentation, Week 3 Lecture 	<ul style="list-style-type: none"> Read assigned chapter Review the lecture material Participate in discussions Complete project assignment – Phase II
4	4, 7	6,7,8	Topic: Executing Readings: <ul style="list-style-type: none"> Heldman, K. Chapter 9 PowerPoint presentation, Week 4 Lecture 	<ul style="list-style-type: none"> Read assigned chapter Review the lecture material Participate in discussions Revise project assignment – Phase II Take midterm exam
			Midterm Exam Chapters 2 through 9 SLOs 1, 2, 3, 4, 5, 6, 7 and 8	

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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

5	1,4,7	2,7	Topic: Monitoring & Controlling Readings: <ul style="list-style-type: none"> Heldman, K. Chapter 10 PowerPoint presentation, Week 5 Lecture 	<ul style="list-style-type: none"> Read assigned chapter Review the lecture material Participate in discussions Complete project assignment – Phase III
6	4,7	8	Topic: Monitoring & Controlling Readings: <ul style="list-style-type: none"> Heldman, K. Chapter 11 PowerPoint presentation, Week 6 Lecture 	<ul style="list-style-type: none"> Read assigned chapter Review the lecture material Participate in discussions Revise project assignment – Phase III
7	4,7	10	Topic: Closing Readings: <ul style="list-style-type: none"> Heldman, K. Chapter 12 PowerPoint presentation, Week 7 Lecture 	<ul style="list-style-type: none"> Read assigned chapter Review the lecture material Participate in discussions Complete project assignment – Phase IV
8	1,4,7	1-10	Topic: Closing Readings: <ul style="list-style-type: none"> Heldman, K. Chapters 1-12 	<ul style="list-style-type: none"> Review assigned chapters Take final exam Share final project report
			Final Exam Chapters 1 through 12	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

		SLOs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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Students must maintain a 3.0 GPA to successfully graduate from the Program. This requirement provides the necessary threshold for identifying successful understanding the Domains, Competencies, and Learning Outcomes established for the program. As identified by the weekly course progression, the Bloom's Levels ladder throughout the course, reaching the highest identified level (as defined within the SLOs) once the content has been introduced.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

The Program was logistically placed under the newly established Health Sciences and Technology Department. This Department incorporates the B.S. Health Information Management Program, B.S. Health Care Administration Program, M.S. Health Care Administration Program, the M.S. Health Informatics Programs, and the associated Certificate Programs (currently only B.S.). This new structure allows for continued opportunities in dual degrees and the potential for accelerated options. Having a single department helps to better align course builds and offerings, accreditation requirements, monitoring and reporting, and streamlined services. The directors of these programs were already working closely together to maintain a cohesive group of program offerings and it became clear that it would make sense to come together formally as a department with a shared strategic plan, shared goals, and a shared work team. This structure aligns with the future vision of CAHIIM to have HIM, HI, and HCA programs all accredited by the same accrediting agency. This opens up more opportunities for our students to pursue online dual and accelerated options that make it more appealing to choose and stay with Charter Oak through their master's degree.

All course developers and adjunct faculty have been hired for the M.S. HI Program. Course development completion includes the first five (5) M.S. HI courses with another two (2) in current development. The remaining course developments have been scheduled with the Instructional Design team and the associated faculty hired.

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

Since the initiation of the Health Sciences and Technology Department, dual and pathway major options are being reviewed. The dual major would allow a graduate student to double-major in the M.S. HI and M.S. HCA Programs. A defined pathway has been approved that allows the opportunity for the B.S. Program students to opt to take two (2) graduate course electives, total of six (6) credits, prior to graduation to be used towards the M.S. in HI or HCA. The following are the two (2) course elective options: HCA510 Advanced Healthcare Finance and HIF530 Healthcare Informatics and Technology.

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

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
HIF530 Healthcare Informatics and Technology	1		3	HIF535 Healthcare Data Analytics	2, 6	3
HIF615 IT Project Management	1, 4, 7		3	HIF645 Healthcare Information	3, 4, 5	3

APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

				Security Systems		
HIF540 Advanced Vocabulary and Classification Systems	1, 8		3	HIF635 Advanced Data Analytics	2, 6	3
HIF550 Clinical Database Management	2, 6		3	HIF695 Capstone	1, 2, 3, 4, 5, 6, 7, 8	3
HCA510 Advanced Finance	2, 6		3			
HIF610 System Design and Software Development	6, 7, 8		3			
HCA 640 Research Methods	2		3			
Core Course Prerequisites			0	Elective Courses in the Field		0
Passing grade on statistics course from accredited higher-ed or take stats alternative (noncredit bearing)						
Must take HCA640 Research Methods before HCA695 Capstone						
Total Other Credits Required to Issue Credential						0

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

The M.S. Program Director has sent a Letter of Intent to apply for national accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). CAHIIM accreditation is a distinguished designation in the Health Informatics and Information Management field and provides new opportunities for marketing and exposure to potential applicants searching for accredited Health Informatics Programs.

The COSC B.S. HIM Program, within the Health Science and Technology Department, has been awarded CAHIIM Accreditation. Having both programs accredited by the Commission on Accreditation for Health Informatics and Information Management will provide an incentive for students to stay at Charter Oak to pursue the graduate Health Informatics (HI) degree.

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

Modification: Removed courses from MS HI Program: (1) Legal and Ethical Issues in Healthcare and (2) Information Governance and replaced with Advanced Data Analytics and Advanced Health Care Finance (which is also in our HCA Master's degree). This change went through the BOR approval process.

Health Informatics (HI) and Health Information Management (HIM) are distinct disciplines. Although both fields revolve around the use of technology in healthcare and require professionals that share some common skillsets and job responsibilities, there are many differences between the two. The key factor that distinguishes HI from HIM is the level of interaction with data and technology. HIM typically focuses on the information technology needed to store and retrieve patient data accurately and securely and the management of the people and processes. HI focuses more on utilizing data, data analytics, and technology to improve patient care delivery, thus the emphasis on data analytics.

The approved recommendation was to remove Legal and Ethical Issues in Healthcare and replace this course with the current M.S. HCA Advanced Healthcare Finance course. This will not be a newly developed course as it is being developed within the M.S. HCA Program. It would be a course that crosses over both programs.

The National Strategic Framework for Health Informatics now includes finance. This strategy has been driven by the changes in our healthcare system structure to move away from the fee-for-service model once and for all. One prime

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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

example is the prospective payment system, which bundles payments for a single episode of care. More recently is the creation of Accountable Care Organizations (ACOs) with the intent of better patient care coordination. This is identified through measures or metrics-based data. Finally, the Value-Based Care model (VBP) is now the driving factor in Medicare hospital reimbursements. This is a more intricate approach and varied in the types of metric or measurement data.

The topics from the Legal and Ethical Issues and Information Governance are covered in the 'Health Care Information Systems' and other courses throughout the program and the content coverage is sufficient for Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and American Medical Informatics Association (AMIA) accreditation. Information Governance is an HIM function that governs the technology and information that stores and retrieves patient information and organizational data. This includes incorporating privacy and security laws and the management of the people and processes to make these tasks successful. The MS HI Program incorporates 'Health Care Information Security Systems' as a current course. This would be overlapping in terms security measures and would meet the security competencies of the program.

The original intent of the established Learning Outcomes did not change. A few guiding words were modified to correspond with the Bloom's Taxonomy Levels for assessment purposes. One course, HIF530 Healthcare Informatics and Technology, was provided the HIF Prefix (Health Informatics Program). It is a required core course for both graduate programs. Two of the HCA courses (with the HCA Prefix) are also required core courses within the M.S. HI Program. This allows the use of cross-program content that meets industry standards and allows the opportunity for students to obtain a dual major with three (3) dual courses at a total of nine (9) credits (currently one student has requested a dual-major in the M.S. HCA and M.S. HI Programs).

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

As explained below, with a new program, it normally takes Charter Oak three years for the program to be in the black because of the high start-up costs if we hire a program director and develop new courses for the program. That is true in this case, as well. The college plans for that in their budgeting.

Improvement Plan

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

The college has been marketing the program and has added more virtual events to market the program. These events include virtual open house and virtual Q&A sessions with the Program Director. The Program Director has also participated in the contribution to the Data Analytics in Healthcare Research textbook, AHIMA publication, which is incorporated into many M.S. HI Programs around the country (Chapter Title: Studying the Relationship between Primary Care Access and Preventive Care Utilization). The College has also participated as a virtual vendor for the annual American Medical Informatics Association (AMIA) Conference and the M.S. HI Program Director provided presentations at the following events to represent COSC and the Health Science and Technology Department Programs:

- Completed Presentations: SHEA Lecture Series, MNHIMSS MN Department of Health, MN eHealth Conference, Lake Huron Michigan Health Information Management Association, Rhode Island Health Information Management Association, Western Pennsylvania Health Information Management Association
- Future Scheduled Presentations: Florida Health Information Management Association, Ohio Health Information Management Association, Tri-State Health Information Management Association (New Hampshire)

Topics: COVID-19: Emerging Trends in Social Determinants of Health; Clinical Documentation Improvement in Higher Education

Additionally, the college has utilized information from a marketing study conducted in 2020 to pinpoint national interest for the program, engaged in corporate outreach efforts; has developed a process for transitioning students from its undergraduate

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programs in HCA and HIM to the graduate degree; has developed an active advisory committee with links to potential students; and is seeking professional accreditation which adds to the marketability of the program. Having this program accredited by the BOR will also open the doors for VA students.

Curricular Change

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

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

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

Charter Oak State College presumes that each new program will generally sustain losses in its first three years as conservative budgets for operating expenses are afforded. This strategy allows recently developed programs a chance to thrive and adapt with minimal exterior pressure related to enrollment or finances. In year three, the program still runs a slight deficit. However, that has been calculated into our overall budget and the college is increasing its marketing, has identified an out-of-state market, and is developing ways some of these courses can be used in certificates and as pathways for our undergraduate students to shore up the slight loss of revenue.

Resources and Costs Estimates Form

FTE =

5.6

HC = 9

FTE =

15

HC = 23

FTE =

26.3

HC = 40

Program Revenue	Year 1 Projected		Year 2		Year 3	
	2020/21		2021/22		2022/23	
	Full Time	Year 1 Revised	Full Time	Year 2 Revised	Full Time	Year 3 Revised
Tuition (do not include internal transfers)	--	34,675	--	92,880	--	162,850
Program-Specific Fees (college and tech fees)	--	6,936	--	18,360	--	32,232

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Other Revenue (Annotate in narrative)	--		--		--	
Actual Program Revenue	--	41,611	--	111,240	--	195,082
Projected Revenue (at Licensing)	--		--		--	
Difference: Actual - Projected	--		--		--	

Program Expenditures*			Year 2		Year 3	
	Number		Number		Number	
Administration (Chair or Coordinator)	.5	99,339	.33	66,226	.33	66,226
Faculty (Full- time, total for program)				68,921		68,921
Faculty (Part- time, total for program)		10,718		25,839		47,467
Support Staff			.25		.25	
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)		11,006		16,099		18,261
Total Annual Expenditures		121,063		177,084		200,875

Margin

(79,452)

(65,844)

(5,793)

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APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Please provide any necessary annotations below:

AMIA: Foundational domains of applied health informatics

<https://www.amia.org/sites/default/files/AMIA-Health-Informatics-Core-Competencies-for-CAHIIM.PDF>

CAHIIM Curriculum Requirements:

<https://www.cahiim.org/accreditation/health-informatics/curriculum-requirements>

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service (CIP Code: 44.0701 / OHE# 000317), specifically modification and substitution of courses and change of program name – leading to an Associate of Science at Manchester Community College.

A True Copy:

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

ITEM

Modification of a program – Social Service, specifically modification and substitution of courses and change of program name – leading to an Associate of Science at Manchester Community College.

BACKGROUND

The name of the degree is being changed from Social Service, A.S. to Human Services, A.S. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this program. Course changes will better align the program with workforce needs as well as transfer credit requirements for student pursuing a Bachelor's in Social Work at the 4 year CSU schools after graduation from MCC. Students with this degree will be poised to apply for a variety of jobs in Human Services as well as able to apply for BSW programs at local schools.

Fiscal Impact:

MCC already has a strong Human Services curriculum, and this degree will utilize that curriculum and course offerings to offer this modified degree.

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.

01/20/2021 – BOR -Academic and Student Affairs Committee
03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: January 2021
Most Recent NECHE Institutional Accreditation Action and Date: 1/27/2012 (5 th year report: 6/31/2015)	
Original Program Characteristics CIP Code No. 440701 Title of CIP Code Social Service Name of Program: Social Service Degree: Title of Award (e.g. Master of Arts) Associate in Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: 000317 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 36 # Credits of Electives in the Field: # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Type of Program Modification Approval Being Sought (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) X Change of Degree Title or Program Title * Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
Modified Program Characteristics Name of Program: Human Services Degree: Title of Award (e.g. Master of Arts) A.S Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Modified Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 26 # Credits of Electives in the Field: # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 60</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Total Number of courses and course credits to be modified by this application: 21	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s):	
Program Discontinued:	CIP: OHE#: Accreditation Date:
Phase Out Period	Date of Program Termination
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Dr. Joanna White Title: Assistant Professor and Program Coordinator Human and Social Services Tel.: 860-512-2609 e- mail: jwhite1@manchestercc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR *MODIFICATION OF ACCREDITED PROGRAM*

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

The name of the degree is being changed from Social Service, A.S. to Human Services, A.S. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this program. Capital Community college is the last who is not Human Services and they are proposing this change as well.

The following course changes are requested to better align with workforce needs as well as transfer credit requirements for student pursuing a Bachelor's in Social Work at the 4 year CSU schools after graduation from MCC:

- Replace HLT* 151 with HSE* 134
- Replace POL* 112 with POL* 111
- Replace ANT* 101 with ANT* 105
- Replace HSE* 282/SSC* 294 with HSE* 211
- Replace HSE* 281 with HSE* 281 OR HSE* 243 (new MCC course already in system catalog)
- Choose any ECN*, GEO*, HIS*, POL*, PSY*, SOC* or SSC* with SOC* 201

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? This program offers an opportunity for CT community members to gain usable skills in Human Services to immediately use in the workplace. This program also better aligns with the prerequisites for students applying to BSW programs as ECSU, CCSU, SCSU and WCSU. This program differs from the existing Social Work Studies Pathway Degree, which we also offer at MCC because it offered more HSE coursework to provide students with the skills needed for employability after graduation from MCC. It likewise provides many of the prerequisite and general education courses for the BSW Programs at the CSU schools including: HSE 101, POL 111, ANT 105, SOC 101, SOC 201, ENG 101, PSY 111, ENG 110 or 200, COM 172, 173 or 278, ANT 105, Gen Ed Arts for a total of 30 transfer credits. There is also a possibility of transferring an additional 8 credits if students choose to take BIO 115 and MAT 165 as their Gen Ed Science and Gen Ed Math courses. There are an additional 24 credits of potential elective credits that will transfer. These transfer credits meet many of the prerequisites at Eastern, Southern and Central's BSW Programs so students who chose to transfer would be better prepared as compared to the current Social Service Degree. Additionally, many of the 200 level HSE courses would transfer in as cognate courses in the BSW Program at SCSU. This would leave students with a maximum of 90 credits remaining at the CSU's, but likely much less if they select specific electives and math and science courses are noted above.
- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources*) and of its distinctive character and/or location? MCC already has a strong Human Services curriculum and this certificate will utilize that curriculum and course offerings to offer this modified associate degree.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* N/A
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided There are several other Human Services programs in the state system and we are working together on an aligned curriculum for consistency between programs.

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

- Please provide a description/analysis of employment prospects for graduates of this proposed program. Students with this degree will be poised to apply for a variety of jobs in Human Services as well as able to apply for BSW programs at local schools.

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

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

Social Service, A.S.

Human Services, A.S.

Original		Cr.		Modified		Cr.
ENG 101	Composition	3		ENG 101	Composition	3
HSE 101	Intro to Human Services	3		HSE 101	Intro to Human Services	3
PSY 111	General Psychology	3		PSY 111	General Psychology	3
HLT 151	Health and Wellness Promotion	3		HSE 134	Intro to Mental Health	3
Gen Ed	Gen Ed-Physical and Natural Sciences	3-4		Gen Ed	Gen Ed-Physical and Natural Sciences	3-4
		15-16				15-16
ENG 110 or 200		3		ENG 110 or 200		3
HSE 210	Group and Interpersonal Relationships	3		HSE 210	Group and Interpersonal Relationships	3
HSE 251	Work with Individuals and Families	3		HSE 251	Work with Individuals and Families	3
Gen Ed	Gen Ed-Math	3-4		Gen Ed	Gen Ed-Math	3-4
Choose Any	ECN, GEO, HIS, POL, PSY, SOC or SSC	3		SOC 101	Intro to Sociology	3
		15-16				15-16
COM 172 OR 173 OR 178	Interpersonal Communication, Public Speaking, Group Communication	3		COM 172 OR 173 OR 178	Interpersonal Communication, Public Speaking, Group Communication	3
HSE 281	Human Services Fieldwork I	3		HSE 241	Human Services Agencies and Organizations	3
POL 112	State and Local Government	3		POL 111	American Government	3
PSY 201	Life Span Development	3		HSE 211	Ethics in the Helping Profession	3
Gen Ed	Gen Ed Arts	3		Gen Ed	Gen Ed Arts	3
		15				15
HSE 282 OR SSC 294	Human Services Fieldwork II or Cooperative Education/Field Experience	3		HSE 281 OR HSE 243	Human Services Fieldwork I OR Human Services Skills and Methods	3
HSE 241	Human Services Agencies and Organizations	3		PSY 201	Life Span Development	3
SOC 101	Intro to Sociology	3		SOC 201	Contemporary Social Issues	3
Elective	Elective	3		Elective	Elective	3
ANT 101	Intro to Anthropology	3		ANT 105	Cultural Anthropology	3
		15				15
	Minimum Credits Required	60			Minimum Credits Required	60

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APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

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

There are no other changes needed.

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

No additional resources are needed that are not already being provided to the Social Services program currently.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _18__		Fall Term, Year __19__		Fall Term, Year __20__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	4	4	3	8	2	5
New Students	3	8	5	9	7	10
Returning Students	18	57	10	43	6	43
ACTUAL Headcount Enrollment	25	69	18	60	15	48
Fall FTE accounted for by Program Majors	50.1		38.9		32.5	
Size of Credentialed Group(s) for Given Year	2017-18 = 4		2018-19 = 7		2019-20 = 9	

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

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HSE 101	1	None	3			
HSE 134	1	None	3			
HSE 211	2, 3	HSE 101	3			
HSE 241	2, 3	HSE 101	3			
HSE 210	3,4	HSE 101	3			
HSE 251	3, 4	HSE 101	3			
HSE 243 or 281	1,2,3,4	HSE 101 and permission of coordinator	3			
Core Course Prerequisites				Elective Courses in the Field		

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

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

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Total Other Credits Required to Issue Modified Credential

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

Upon successful completion of all Social Service degree program requirements, graduates will

1. Understand the past, present and future of human services.
2. Be prepared for group facilitation and participation, grant proposal writing, and oral and written expressions appropriate to human services.
3. Conduct interviews, assessments, and basic human service research.
4. Demonstrate knowledge of human service skills necessary to interact effectively with individuals, families or groups.

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

***Please note that this budget is the existing budget for the Social Service Associate Degree Program and includes the Social Service Associate Degree Program and the Social Work Studies TAP Pathway Degree and what is currently spent on the Program Coordinator's Salary and Part Time Lecturers. There will be a name change to Human Services, but no additional budget allocations are requested. This program will use existing funds. Also, please note that this is the same budget that also covers the Certificate in Human Services as well as the Social Work Studies TAP Pathway. The classes run for the proposed Human Services Associate Degree are also those required in those two areas. No additional faculty, staff or courses need to be offered and no additional expenses need to be incurred.

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

PROJECTED Program Revenue	Fall 2021	Fall 2022	Fall 2023
Tuition (do not include internal transfers)	200,000	220,000	240,000
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$200,000	\$220,000	\$240,000
	-	-	-

PROJECTED Program Expenditures*	Fall 2021	Fall 2022	Fall 2023
Administration (Chair or Coordinator)	75,000	78,000	81,000
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	70000	72000	74000
Support Staff	0	0	0
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	\$ 145000	\$ 150000	\$ 155000
	-	-	-

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

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service (CIP Code: 44.0201 / OHE# 001861), specifically modification and substitution of courses and change of program name – leading to a C2 Certificate at Manchester Community College.

A True Copy:

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

ITEM

Modification of a program – Social Service, specifically modification and substitution of courses and change of program name – leading to a C2 Certificate at Manchester Community College.

BACKGROUND

The name of the certificate is being changed to Human Services Certificate. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this certificate. Course changes will align the program with workforce needs as well as the proposed Human Services A.S. Degree. All coursework will translate directly into Human Services A.S. requirements. Students with this degree will be poised to apply for a variety of jobs in Human Services.

Fiscal Impact:

MCC already has a strong Human Services curriculum and this certificate will utilize that curriculum and course offerings to offer this modified certificate.

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.

01/20/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: January 2021
Most Recent NECHE Institutional Accreditation Action and Date: 1/27/2012 (5 th year report: 6/31/2015)	
Original Program Characteristics CIP Code No. 440201 Title of CIP Code Social Service Name of Program: Social Service Degree: Title of Award (e.g. Master of Arts) C2 Certificate Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: 001861 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 9 # Credits of Free Electives: 6 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Type of Program Modification Approval Being Sought (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) X Change of Degree Title or Program Title * Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
Modified Program Characteristics Name of Program: Human Services Degree: Title of Award (e.g. Master of Arts) Certificate Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program (sum of all #Cr above): 18</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Total Number of courses and course credits to be modified by this application: 18	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s):	
Program Discontinued:	CIP: OHE#: Accreditation Date:
Phase Out Period	Date of Program Termination
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Dr. Joanna White Title: Assistant Professor and Program Coordinator Human and Social Services Tel.: 860-512-2609 e- mail: jwhite1@manchestercc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus	

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

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

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

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

The name of the certificate is being changed to Human Services Certificate. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this certificate.

The below course changes are requested to better align with workforce needs as well as the proposed Human Services A.S. Degree. All coursework will translate directly into Human Services A.S. requirements.

- Change several courses:
 - Replace SOC* 101 with HSE* 134
 - Replace HSE* 281/SSC* 294 with HSE* 211
- Eliminate:
 - Choose any two courses 6 Credits
 - Choose any two ANT*, ECN*, GEO*, HIS*, POL*, PSY*, SOC* or SSC* courses 6 Credits

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* This certificate program offers an opportunity for CT community members to gain usable skills in Human Services to immediately use in the workplace.
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? MCC already has a strong Human Services curriculum and this certificate will utilize that curriculum and course offerings to offer this modified certificate.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)* N/A
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided There are no similar programs withing the CSCU region, so this meets a regional workforce need.
- Please provide a description/analysis of employment prospects for graduates of this proposed program This certificate is designed for students who may already be working in the Human Services field and want to gain an additional credential or additional skills. All courses are also included in the Associate's in Human Services and so students could continue on and further their education if desired.

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

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

Social Service Certificate

Human Services, Certificate

Original		Cr.		Modified		Cr.
SOC 101	Intro to Sociology	3		HSE 134	Intro to Mental Health	3
HSE 101	Intro to Human Services	3		HSE 101	Intro to Human Services	3
HSE 210	Group and Interpersonal Relationships	3		HSE 210	Group and Interpersonal Relationships	3
HSE 251	Work with Individuals and Families	3		HSE 251	Work with Individuals and Families	3
HSE 241	Human Services Agencies and Organizations***	3		HSE 241	Human Services Agencies and Organizations***	3
HSE 281 OR SSC 294	Human Services Fieldwork I or Cooperative Education/Field Experience	3		HSE 211	Ethics in the Helping Profession	3
Electives	Electives	6			N.A	
Choose any 2	ANT, ECN, GEO, HIS, POL, PSY, SOC or SSC 3 credit courses	6			N/A	
		30				18

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

We modified the curriculum to help meet direct workforce needs (human services skills). This credential will aid in employability and also skill development in the field.

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

No additional resources are needed beyond what is currently used in the existing certificate program.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _18__		Fall Term, Year _19__		Fall Term, Year __20__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	1	0	1	0	0
New Students	2	0	0	1	2	0
Returning Students	3	1	0	0	2	1
ACTUAL Headcount Enrollment	6	2	0	2	4	1
Fall FTE accounted for by Program Majors	3.1		0.6		2.2	
Size of Credentialed Group(s) for Given Year	2017-18 = 0		2018-19 = 2		2019-20 = 1	

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

Curriculum Details for a Program Modification <i>(to be used as appropriate for specific modification request)²</i>						
Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HSE 101	1	None	3			
HSE 134	1	None	3			
HSE 211	2, 3	HSE 101	3			
HSE 241	2, 3	HSE 101	3			
HSE 210	3, 4	HSE 101	3			
HSE 251	3, 4	HSE 101	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i></p> <p>Upon successful completion of all Social Service degree program requirements, graduates will</p> <ol style="list-style-type: none"> 1. Understand the past, present and future of human services. 2. Be prepared for group facilitation and participation, grant proposal writing, and oral and written expressions appropriate to human services. 3. Conduct interviews, assessments, and basic human service research. 4. Demonstrate knowledge of human service skills necessary to interact effectively with individuals, families or groups. 						

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

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

***Please note that this budget is the existing budget for the Social Service Associate Degree Program and includes the Social Service Certificate Program and the Social Work Studies TAP Pathway Degree and what is currently spent on the Program Coordinator's Salary and Part Time Lecturers. There will be a name change to the Human Services Certificate, but no additional budget allocations are requested. This program will use existing funds. Also, please note that this is the same budget that also covers the Associate Degree in Human Services as well as the Social Work Studies TAP Pathway. The classes run for the proposed Human Services Certificate Program are also those required in those two areas. No additional faculty, staff or courses need to be offered and no additional expenses need to be incurred.

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

PROJECTED Program Revenue	Fall 2021__	Fall 2022__	Fall 2023__
Tuition (do not include internal transfers)	18000	24000	30000
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ 18000	\$24000	\$30000
	-	-	-

PROJECTED Program Expenditures*	Fall 2021__	Fall 2022__	Fall 2023__
Administration (Chair or Coordinator)	75,000	78,000	81,000
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)	70000	72000	74000
Support Staff	0	0	0
Library Resources Program	0	0	0
Equipment (List as needed)	0	0	0
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0
Total Estimated Program Expenditures	\$ 145000	\$ 150000	\$ 155000
	-	-	-

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Hospitality and Tourism (CIP Code: 52.0901 / OHE# 004091), specifically a change of program name – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Hospitality and Tourism specifically a change of program name – leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

The name of the certificate is being changed to Tourism and Hospitality Studies. The Geography Department requests the name change because:

1. Courses within Banner are labeled THS, thus reducing confusion for students.
2. The title of “Tourism and Hospitality Studies” makes clear to students and employers what the major involves and this program’s emphasis.
3. As some students transfer with a hospitality studies or hospitality management associate degree, placing “tourism” first in the BS degree conveys that this degree is substantively different from the degree they already hold. (Our program includes a hospitality studies transfer track so that transfer students with this background have made substantive progress towards degree completion.)

Fiscal Impact:

None.

RECOMMENDATION

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

01/20/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

NAME CHANGE REQUEST		
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 8, 2021	
Characteristics of Current Academic Program Name of Program: Hospitality and Tourism Type of Offering (e.g. Grad Certificate, Minor, Option) BS Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Credit Distribution of the Program # Credits in General Education: 45 # Credits in Program Core Courses: 36 # Credits of Electives in the Field: 18 # Credits of Electives: 21 # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 120	
CIP Code No. 52.0901 Title of CIP Code Hospitality Administration/Management General OHE# 04091		
Institution's Unit (e.g. School of Business) Ammon College of Liberal Arts and Social Sciences and Location (e.g. main campus) offering the Program: Main Campus		
Proposed New Name of Program: Tourism and Hospitality Studies		
Proposed Date Name Change Becomes Effective: March 25, 2021		
Explanation / Justification (Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.) In the industry, the words Tourism and Hospitality are largely interchangeable. The Geography Department requests the name change because: <ol style="list-style-type: none"> 1. Courses within Banner are labeled THS, thus reducing confusion for students. 2. The title of "Tourism and Hospitality Studies" makes clear to students and employers what the major involves and this program's emphasis. 3. As some students transfer with a hospitality studies or hospitality management associate degree, placing "tourism" first in the BS degree conveys that this degree is substantively different from the degree they already hold. (Our program includes a hospitality studies transfer track so that transfer students with this background have made substantive progress towards degree completion.) 		
Programmatic Changes (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) n/a		
Cost and Availability of Adequate Resources (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) n/a		
Institutional Contact for this Proposal: Dr. Jeffrey Kreeger	Title: Assistant Professor	Tel.: 860-832-2787 e-mail: jkreeger@ccsu.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Recreation and Leisure (CIP Code: 31.0101 / OHE# 000655), specifically a change in modality from on ground to hybrid as well as the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Recreation and Leisure, specifically a change in modality from on ground to hybrid as well as the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

COVID 19 has encouraged SCSU to reconsider the delivery of this program. For the past two and a half semesters the program has been delivered online. Students have appreciated the convenience and the accessibility of the online format as 90% of the students in the program work full-time. SCSU has also been receiving a steady inquiry of students from out of state who are looking for a quality online program. SCSU would like to have the option of offering students a fully online program for their Masters in Recreation & Leisure, but would appreciate some flexibility in offering a course or two in person as appropriate for the current on-ground students. That is why SCSU is requesting to change the current modality (to combined) as well as adding an additional modality (online).

Fiscal Impact:

With the increase in out of state student inquiries, SCSU foresees an increase in enrollment. There would be no additional costs for this program to be offered online.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1/27/21	
Name of Program: MS Recreation & Leisure Type of Credential (e.g. Associate Degree, Grad Certificate) Masters Degree CIP Code Number 31.0101 Title of CIP Code Parks, Recreation and Leisure Studies OHE# 000655		
ORIGINAL: Modality of Program - <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50%		
ADDITIONAL: Modality of Program - <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?		
Explanation / Justification: (Provide a concise rationale for the change request.) COVID 19 has encouraged us to reconsider the delivery of our program. For the past two and a half semesters our program has been delivered online. Students have appreciated the convenience and the accessibility of the online format as 90% of our students work full-time. We have also been receiving a steady inquiry of students from out of state who are looking for a quality online program. We would like to have the option of offering students a fully online program for their Masters in Recreation & Leisure, but would appreciate some flexibility in offering a course or two in person as appropriate for the current on-ground students. That is why we are requesting to change the current modality (to combined) as well as adding an additional modality (online).		
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.) With the increase in out of state student inquiries we foresee an increase in enrollment. There would be no additional costs for this program to be offered online.		
Institutional Contact for this Request: Trudy Milburn	Title: Associate VP for Academic Affairs	Tel.: 203.392.5761 e-mail: milburnt1@southernct.edu
Institution's Unit College of Health & Human Services; SCSU Main Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physical Activity and Chronic Disease (CIP Code: 26.0908, OHE# TBD) – leading to a Master 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 True Copy:

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

ITEM

Establishment of a new program leading to a Master of Science in Physical Activity and Chronic Disease at Southern Connecticut State University.

BACKGROUND

This proposed program will build on Southern's academic excellence and access by adding a unique interdisciplinary Master's Degree program, drawing on the strengths of the Health and Movement Sciences and Public Health departments, with no program pre-requisites and fully online to increase access to a diverse student body. Further, this program will serve the public good by training future health promotion and community health workers with an expertise in physical activity and promote social justice through the program's emphasis on addressing disparities in chronic disease to promote health equity. The proposed MS Physical Activity & Chronic Disease degree program is timely, relevant, and graduates from this degree program will be necessary additions to the health promotion/ community health work force to promote physical activity, mitigate chronic disease, and promote health equity.

Physical activity and public health is an emerging discipline that requires expertise in epidemiology, exercise science, behavioral science, and public health. Due to the interdisciplinary nature of this emerging field, graduates of exercise science or public health programs alone are not adequately prepared for careers in physical activity promotion at the community and population level. Thus, the same Lancet working group called specifically for the development of interdisciplinary graduate programs that would sufficiently prepare future practitioners and academics to address physical inactivity as a public health priority (Kohl et al., 2012).

Southern Connecticut is uniquely positioned to offer such a graduate program with faculty expertise in exercise science (Department of Health and Movement Sciences - HMS) and public health (Department of Public Health- PCH). The program is being proposed by the Department of Health and Movement Sciences with significant input from the Department of Public Health. Once approved, it is expected that the program will have co-coordinators representing both departments in the future.

Further, we intend to engage an advisory board made up of community members involved in health and physical activity promotion within the greater New Haven community. There are many community-based programs in the Greater New Haven area that with help from our advisory board, we hope to form lasting partnerships with to serve as internship sites for our students as well as potential job opportunities.

We anticipate a large interest in this degree program, due to: (1) the interdisciplinary nature of the program drawing from a larger pool of students; (2) anticipated job growth in the field; and (3) minimal barriers to pursuing with the 100% online delivery and no programmatic pre-

requisites. We also anticipate this program will be attractive to adult learners, who are interested in health and contemplating a career change.

Further, we anticipate the 4+1 model will be an attractive option for undergraduate students at Southern. In particular, we anticipate interest from students and intend to promote this option for undergraduate students in healthcare studies, exercise and sport science, physical education, and public health.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1.28.21	
Most Recent NECHE Institutional Accreditation Action and Date: 2012		
Program Characteristics Name of Program: Physical Activity & Chronic Disease Degree: Title of Award (e.g. Master of Arts) Masters of Science Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both	Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 27 # Credits of Electives in the Field: 0 # Credits of Other Electives: 0-3 # Cr Special Requirements (include internship, etc.): 3-6 <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 15-21	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 26.0908	Title of CIP Code Exercise Physiology and Kinesiology	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) Department of Health & Movement Sciences, College of Health and Human Services Location (e.g. main campus) Offering the Program: SCSU Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Trudy Milburn	Title: Associate VP for Academic Affairs	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

The proposed MS Physical Activity & Chronic Disease degree program aligns perfectly with the mission statement of Southern Connecticut State University. Specifically, part of SCSU's mission statement states: *"As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good."* This proposed program will build on Southern's academic excellence and access by adding a unique interdisciplinary Master's Degree program, drawing on the strengths of the Health and Movement Sciences and Public Health departments, with no program pre-requisites and fully online to increase access to a diverse student body. Further, this program will serve the public good by training future health promotion and community health workers with an expertise in physical activity and promote social justice through the program's emphasis on addressing disparities in chronic disease to promote health equity.

Furthermore, the COVID-19 pandemic, has highlighted the increased risks for morbidity and mortality for people with chronic diseases such as obesity, hypertension, cardiovascular disease, and diabetes (CDC, 2020). Likely, the link between COVID-19 and chronic health conditions will increase our collective attention on a community and population level regarding health behaviors that contribute to the risk of many of these chronic diseases. Physical inactivity is one of the leading risk factors for chronic disease and is estimated that 6-10% of deaths from non-communicable diseases worldwide can be attributed to physical inactivity (Lee et al. 2012). Thus, this pandemic will likely increase awareness of physical inactivity as a public health crisis, which requires investment to mitigate high levels of chronic disease and pre-mature death. We believe the proposed MS Physical Activity & Chronic Disease degree program is timely, relevant, and graduates from this degree program will be necessary additions to the health promotion/ community health work force to promote physical activity, mitigate chronic disease, and promote health equity.

Addressing Identified Needs

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

The proposed interdisciplinary program in Physical Activity & Chronic Disease will help prepare graduates to meet the US Centers for Disease Control (CDC)'s and other public health organizations push to develop strategies to facilitate the promotion of physical activity in the community. In 2012, Lancet published an article by the Lancet Physical Activity Series Working Group calling for public health action to reduce physical inactivity (Kohl et al., 2012). Meanwhile, the CDC is calling for an increase in physical activity promotion approaches, for multiple population groups, to reduce the effects of obesity, diabetes and other co-morbid conditions. Physical activity and public health is an emerging discipline that requires expertise in epidemiology, exercise science, behavioral science, and public health. Due to the interdisciplinary nature of this emerging field, graduates of exercise science or public health programs alone are not adequately prepared for careers in physical activity promotion at the community and population level. Thus, the same Lancet working group called specifically for the development of interdisciplinary graduate programs that would sufficiently prepare future practitioners and academics to address physical inactivity as a public health priority (Kohl et al., 2012).

Despite the dearth of programs nationally and regionally, there has been a call to develop professionals with interdisciplinary knowledge of exercise science and public health (Kohl et al., 2012). Additionally, initiatives for increasing physical activity as a public health issue by the CDC through programs such as the Active People, Healthy Nation™ demonstrates the need for individuals in this area (<https://www.cdc.gov/physicalactivity/activepeoplehealthynation/about-active-people-healthy-nation.html>). This federal plan promotes increasing the physical activity of 15 million inactive Americans while further increasing the activity levels of another 10 million who are only adequately active. Graduates of this proposed interdisciplinary program will be uniquely positioned to serve as community health workers or other

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

public/private sector health promotion positions specifically looking for candidates with an expertise in physical activity programming and promotion. The US Bureau of Labor Statistics projects faster than average job growth of 11% in employment opportunities for health educators and community health workers from 2018-2028 (US Bureau of Labor Statistics). Health educators and community workers is a broad and diverse job category with varying education and experience requirements depending on the position. The US Bureau of Labor Statistics states that candidates for these positions usually have “some knowledge of a specific community, culture, medical condition, or disability” (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-4>). Thus, graduates of this proposed interdisciplinary program will be uniquely positioned to take positions in these fields that are focused on and specific to physical activity. The marriage of an exercise science education with a strong foundation in the public health domain will produce professionals who have a solid understanding of behavioral, social and environmental factors that contribute to physical inactivity and how to develop, implement, and evaluate physical activity programs specific to community needs. Therefore, this program will prepare students which is not currently served by individuals with solely an Exercise Science or Public Health major.

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

Southern Connecticut is uniquely positioned to offer such a graduate program with faculty expertise in exercise science (Department of Health and Movement Sciences - HMS) and public health (Department of Public Health- PCH). The program is being proposed by the Department of Health and Movement Sciences with significant input from the Department of Public Health. Once approved, it is expected that the program will have co-coordinators representing both departments in the future.

Further, we intend to engage an advisory board made up of community members involved in health and physical activity promotion within the greater New Haven community. There are many community-based programs in the Greater New Haven area that with help from our advisory board, we hope to form lasting partnerships with to serve as internship sites for our students as well as potential job opportunities.

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

This program should be desirable to undergraduates in exercise science, physical education, health services and public health who are seeking an enlarged role in implementing physical activity initiatives. Program graduates will be eligible for the new Physical Activity and Population Health certification (ACSM/NPAS) sponsored by the American College of Sports Medicine. This unique interdisciplinary program will develop future health promotion and community health professionals who can be highly competent leaders in promoting and developing physical activity programming. The online nature of the program and absence of specific course prerequisites will promote application from a broad-based number of undergraduate degrees. This program is expected to serve a more diverse student population with respect to race/ethnicity, gender, and age. Our hope is this program is received as a timely and feasible degree option, particularly for those students who are interested in physical activity and health, but do not necessarily have a strong science background or are thinking of changing careers.

Our market research concluded that there will be a large interest in this degree program, due to: (1) a timely curriculum focused on promoting health equity; (2) projected job growth in the field; (3) minimal barriers to pursuing with the 100% online delivery and no programmatic pre-requisites; and (4) the interdisciplinary nature of the program drawing from a larger diverse pool of students. This program will be attractive to adult learners, who are interested in health and contemplating a career change. Thus, with these inherent program characteristics, this program is more accessible and feasible to a diverse set of learners promoting greater equity in access to this degree program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

N/A

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

There are only a handful of Universities nationwide (e.g. George Washington University, Auburn University, University of South Carolina) that offer similar interdisciplinary Master's level degree programs (physical activity and public health). To our knowledge, the closest program in our region is Northeastern University and there is currently no similar Master's degree program in the state of Connecticut. This master's degree program, upon approval, would be unique in the State of Connecticut.

Cost Effectiveness and Availability of Adequate Resources

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

Enrollment projections for new students are conservatively estimated based workforce needs, program inquiries, and analysis of availability of competitive programs in our region. In the first year of program delivery (Fall 2022) we project 5 new full-time students from our 4+1 program and 10 new part-time students. In years 2 and 3 we project 5 new full-time students; 8 continuing part-time students, and 10 new part-time students. These enrollment projections provide incremental tuition revenue of \$161,940 in year 1; and \$274,935 in each subsequent year; all of which surpass annual expense projections. Expenses for this program include compensation for administration, adjunct teaching, graduate assistant, and marketing. Incremental program expenses are \$83,039 in year 1; \$137,632 in year 2; and \$149,857 in year 3. We are fortunate to have full-time faculty available to teach most of the required courses in this program and we have gained additional efficiency by partnering with the Department of Public Health MPH program to share 3 courses that are already scheduled and have capacity to serve additional students.

Assumptions:

- This program consists of 33 or 36 credits, depending upon a final semester internship (3 credits) or thesis (6 credits).
- Accelerated (4+1) requires 6 credits being taken in senior year and the remainder in the 5th year on a full time basis.
- Enrollment assumption: 10 new students per year in 2-year program and 5 new students per year in Accelerated 4+1 program.
- For the purpose of simple comparison, tuition rates and expenses do not reflect rate increases or inflation.
- Calculated revenue is based on In-State tuition rate but we anticipate several students at the higher NEBHE rate.
- Full Time revenue amounts are NET of University Fee, Student Activity Fee and Media Fee, which are pass-thru's.
- No full-time positions are being requested. Adequate teaching capacity exists to absorb these extra students, the only exception being some adjunct costs for incremental summer courses, thesis advisement and two new courses to be offered in Fall & Spring.

Student Recruitment / Student Engagement

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

We project a large interest in this degree program, due to: (1) the interdisciplinary nature of the program drawing from a larger pool of students; (2) anticipated/projected job growth and current job opportunities in the field; and (3) minimal barriers to pursuing with the 100% online delivery and no programmatic pre-requisites. This program will be attractive to adult learners,

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who are interested in health and contemplating a career change.

Feedback from current undergraduate students in the Department of Health and Movement Sciences at Southern (currently 150 students) indicates substantial interest in the 4+1 model for acquiring a graduate degree in their discipline. We intend to promote this option to SCSU undergraduate students in healthcare studies, exercise and sport science, physical education, and public health (combined 800 students). Thus, current students will be a large source of revenue in this degree program.

Further, we anticipate using the funds budgeted for marketing to promote this program on social media, particularly to potential students in the New England region. We will also advertise the NEBHE tuition break program that will make this unique interdisciplinary program even more appealing to potential students across the New England region.

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

Strong online engagement is planned with program faculty and co-coordinators. The shortened degree completion timeline will also foster student retention and degree completion. Optional thesis will provide desired flexibility for degree completion.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Demonstrate a strong understanding in the role of physical activity in the prevention and mitigation of chronic disease at the population level.
Measurement methodology: HMS 554, HMS 500, HMS 578, HMS 581
2. Demonstrate competence in the theories and practice of health behavior change at the individual level, particularly as it applies to physical activity.
Measurement methodology: HMS 578
3. Understand the Social Ecological Framework as it applies to individual behavior and demonstrate competence in addressing environmental, cultural, social, and behavioral factors in developing physical activity programming or interventions.
Measurement methodology: HMS 578, HMS 581, HMS 584
4. Demonstrate competence in practical application of health promotion strategies, physical activity programming, and policy development.
Measurement methodology: HMS 581, PCH 500, HMS 584, PCH 564, HMS 595, HMS 590, HMS 591
5. Demonstrate competence in the application of research methods, data analysis, and grant applications as applied to community/population level programming and policy development
Measurement methodology: HMS 554, HMS 510, PCH 515, PCH 564, HMS 581, HMS 595, HMS 590, HMS 591
6. Demonstrate competence in applying evidence-based research and recommendations to physical activity programming and policy development.
Measurement methodology: HMS 554, HMS 581, PCH 500, HMS 510, PCH 564, HMS 595, HMS 590, HMS 591

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

We will have two co-coordinators (one in HMS and one in PCH) for this program. We anticipate 3 credits of assigned FTE load per semester, split between the co-coordinators, beginning in the second year of the program's administration. The HMS co-coordinator, Kristie Rupp, PhD, is an Assistant Professor of Exercise Science with an area of expertise in physical activity, obesity, and health behaviors. Elizabeth Schwartz, MPH, is an adjunct instructor in Public Health (PCH department), with an expertise in health policy. Both co-coordinators, alongside the graduate coordinator in HMS, Robert Axtell, were instrumental in the development of the curriculum for this program.

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

How many new full-time faculty members, if any, will need to be hired for this program? None

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

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

Adjuncts will be needed for 3 courses or a total of 27.3% of total credits in this program.

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

Adjuncts will need: (1) at least a Master's degree in Public Health, Exercise Science, or related field; and (2) at least one year of experience working in health promotion or community health programming

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

We will need to hire adjunct faculty to teach HMS 510 Epidemiology, Physical Activity & Chronic Disease, HMS 584 Health Promotion Strategies in Physical Activity, and HMS 581 Physical Activity Programming & Evaluation courses. These are very specific courses, that would be best delivered by an adjunct faculty member, who works in this field and can bring real-world experience to the classroom.

Additionally, we need Actigraphs and ActivPALS, which are instruments that measure physical activity and sedentary time objectively, respectively. It is important that students become familiar with how to assess physical activity using these instruments and learn how to analyze and interpret those data. This is essential to their development as future physical activity and community health professionals. While our department does have some Actigraphs and ActivPALS already, we have budgeted in the Resources and Expenditures Projection spreadsheet.

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Curriculum

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

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
HMS 554 Research Methods**	1,5, 6	None	3	HMS 595 Internship in Health & Movement Sciences**	4,5,6	3
PCH 500 Foundations in Public Health**	4,6	None	3	-OR-		
HMS 510 Epidemiology, Physical Activity, & Chronic Disease**(*)	5,6	None	3	HMS 590 Thesis Seminar: Proposal Development**	4,5,6	3
HMS 500 Foundations of Exercise Physiology**(*)	1	None	3	HMS 591 Thesis Completion**	4,5,6	3
HMS 578 Behavior Change in Health and Physical Activity**	1,2,3	None	3			
HMS 584 Health Promotion Strategies in Physical Activity**(*)	3,4	HMS 578	3			
HMS 581 Physical Activity Programming & Evaluation**(*)	1,3,5,6	HMS 578	3			
PCH 564 Health Systems and Policy**	5,6	None	3			
PCH 515 Biostatistics**	5	None	3			
Core Course Prerequisites				Elective Courses in the Field		
Completion of Baccalaureate Degree				CSP 569 Theories of Counseling		3
				PCH 520 Social & Behavioral Foundations in Public Health		3
				SWK 550 Human Behavior and Social Environment		3
				SWK 551 Diversity, Oppression, and Social Functioning		3
				CSP 578 Social and Cultural Diversity		3
				REC 533 Socio-Leisure Needs of Individuals w/ Disabilities		3
				REC 572 Planning and Dev. Of Recreation Programs and Leisure		3
				SHE 508 Contemporary Issues in Adolescent Health		3
				SHE 570 Advocacy and Leadership in School Health		3
				HMS 555 Obesity Prevention & Treatment**(*)		3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)					33	

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

The MS in Physical Activity & Chronic Disease consists of 33 credits and can be completed in one additional year to an undergraduate degree in Exercise and Sport Science following a 4+1 model. For the 4+1 program, students will take HMS 554 in the fall of their senior year and HMS 578 in the spring and complete the remaining courses over the course of the following academic year (summer, fall, spring).

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

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Students will have the option to either take HMS 595 (Internship) and a comprehensive exam or complete a Master's thesis (HMS 590 & HMS 591). Students in the internship and comprehensive exam track will also need to choose one elective course to meet the 33 credit program requirements. Both the internship and thesis options are meant to serve as culminating experiences in the degree program.

Students who choose the internship will need to complete 150 hours of internship experience at a site (e.g. community health center, school system, non-profit organization) that promotes and/or develops physical activity program for the population they serve. Students will be required to obtain site approval from program co-coordinators prior to beginning their internship experience. We will assist local students (Greater New Haven area) with finding appropriate internship sites if needed (with the help of our advisory board). Since this program is entirely online, it is possible our students will come from outside the local community where we will not be able to facilitate selection of an internship as easily. Thus, it will be required for all students to obtain site approval before beginning their internship. This internship is designed to give students experience in the field, begin application of their coursework into real life settings, and increase their competitiveness in the job market.

The Master's Thesis option is meant to serve students who plan on pursuing doctoral programs in a similar or related field. Students will choose a full-time faculty member to be their primary thesis advisor. Theses in this program will likely involve the use of large population-level health data sets, thus, it is not necessary for students who reside outside of the Greater New Haven area to complete their thesis remotely.

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Kristie Rupp, Assistant Professor	PhD- University of Pittsburgh	Physical Activity, Obesity, Health Behavior	HMS Program co-coordinator HMS 554, HMS 578
Robert Axtell, Professor	PhD- Ohio State University	Exercise Physiology and Aging	HMS Graduate Coordinator, HMS 500
Elizabeth Schwartz, Instructor	MPH- Southern CT State University	Health Policy	PCH Program co-coordinator
Peggy Gallup, Professor	PhD- Yale	Health Equity	PCH 564
Victoria Zigmont, Assistant Professor	PhD- Ohio State University	Chronic Disease Prevention & Biostatistics	PCH 515
William Faraclas, Professor	PhD- Yale	Public Health Systems & Policy	PCH 500
Adjunct- to be hired		Physical Activity Programming & Promotion	HMS 581, HMS 584
Adjunct- to be hired		Public Health, Epidemiology	HMS 510

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	5.00	10.00				10.00	5.00					5.00	5.00					5.00
Continuing Students progressing to credential			5.00	10.0				18.0	5.00	18.0		10.00		18.0	5.00	18.0		10.00
Headcount Enrollment	5.00	10.0	5.00	10.0	-	10.00	5.00	18.0	5.00	18.0	-	15.00	5.00	18.0	5.00	18.0		15.00
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	32,995	47,150	32,995	47,150	-	23,900	32,995	84,870	32,995	84,870		7,170	32,995	84,870	32,995	84,870		7,170
Tuition from Internal Transfer ²												23,900						23,900
Program Specific Fees (lab fees, etc.)	275	550	275	550	-	550	275	990	275	990	-	825	275	990	275	990		825
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$161,940						\$274,935						\$274,935					
PROJECTED Program Expenditures ³																		
	First Year		Second Year		Third Year													
Administration (Coordinator) reassigned time 6 credits/year (Y1-Y3) @ \$80,000 plus 65.35% F/B	\$33,000		\$ 33,000		\$33,000													
Summer administration (Coordinator) Full-time faculty rate 1.5 credits/year @ \$2,264 incl. 60% F/B	5,434		5,434		5,434													
Faculty (Part-time, total for program) 3 credits in Y1; 12 cr. In Y2 and Y3 @ \$1833/cr. Incl. 60% F/B	8,798		35,194		35,194													
Thesis advisement (part-time faculty) 4 credits in Y2 and Y3 @ \$1833/cr. Incl. 60% F/B			11,731		11,731													
Grad. Asst. @ \$9600/yr. incl. 10% fringe	10,640		10,640		10,640													
Equipment (List in narrative)	2,500																	
Other ⁵ (Marketing/ Advertising)	10,000		10,000		10,000													
Estimated Indirect Costs ⁶ @ 18%	12,667		19,080		19,080													
Total Expenditures per Year	\$83,039		\$125,078		\$125,078													
Net Surplus / (Loss)	\$78,901		\$149,857		\$149,857													

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

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

2 Revenues from all courses students will be taking.

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

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

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Tourism, Hospitality, and Event Management (CIP Code: 52.0901, OHE# TBD) – 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 True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Tourism, Hospitality, and Event Management at Southern Connecticut State University.

BACKGROUND

The proposed BS in Tourism, Hospitality, & Event Management will provide students with the necessary classroom and professional experiences to allow them to enter the workforce well-equipped to contribute to these industries and pursue personal and professional goals. The RTSM department is focused on professional career development augmented by the university wide Liberal Education Program (LEP). The role of the degree in Tourism, Hospitality, & Event Management (T.H.E.M.) is to prepare students for professional careers in these service industries. There is an emphasis on applied knowledge through a progressive series of planned projects intended to develop the skills needed for success, further enhanced through selective internship opportunities during the final two years of the program.

The expansion of the scope of the curriculum, from a concentration to a BS degree, will increase enrollment, help to add credibility to the student's efforts at professional preparation, and allow for the expansion of courses offered in the program.

The leisure industries, as represented in this proposal, represent a significant portion of the national economy. The Bureau of Labor Statistics indicates continued growth of the leisure and hospitality industries representing 10.5% of all employment in the US by 2029, a top five sector in the service industries. (<https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>). Average mean wages in the T.H.E.M. industries are reported to range from \$35,660 to \$54,530, with salaries higher than average in major metropolitan areas. (<https://www.bls.gov/oes/current/oes351012.htm>).

The CT Office of Tourism is positioning itself for the eventual full reopening of the tourism market in Connecticut. While there was significant job loss in the areas of tourism and hospitality, it is anticipated that the industry will experience recovery with some anticipated innovations in the near future. The proposed T.H.E.M. program will prepare students with the most current tools to enter the new job market.

In tandem with tourism and hospitality, the event management profession offers students the opportunity to work for numerous corporate, non-profit, and governmental agencies, all of whom use special events to promote their particular goals and objectives. Special events also contribute greatly to the tourism industry as visitors will travel for events that are of interest to them.

By providing students with the possibility to select courses related to these three industries, and providing them with a bona fide degree representing their studies, they will be able to customize their education to meet their interests and the requirements of the leisure economy. SCSU will provide a comprehensive specialization in event management as an option in the degree program.

In a recent review of the RTSM curriculum by the Council on Accreditation of Parks, Recreation, Tourism, and Related Programs, it was noted by the COAPRT Council that the proposed new BS in tourism, hospitality, and event management would be the first multi-disciplinary program of its kind in the nation to receive this national accreditation.

Southern has offered courses in travel in tourism for over a decade. The tourism, hospitality, and event management concentration, in existence for the past six years, has experienced significant growth. New courses were added in 2016 in the areas of event management and hospitality. An analysis of best practices, and based on the needs of incoming new and transfer students, indicated a need to further develop each of the three professional areas of study. There has been a marked growth in the enrollment in the T.H.E.M. in the past four years reaching a high of fifty-six students, including an increased number of students from community colleges with associate degrees in related fields.

As one of only two majors in the state university system, the program will be marketed throughout the region. Being a shoreline institution, there is a natural link to the I-95 and Rt. 8 corridors allowing for an impact from the Rhode Island border to the greater New York metro market. Despite the current restrictions on discretionary leisure activities, the T.H.E.M. industries will continue to play a vital role in the tri-state economy. Our students, who are experiencing and learning about the necessary vital service delivery adjustments in these industries, will be well-positioned to contribute to the advancement of these professions and their personal success in the future. Students in the concentration are currently learning about and producing virtual and hybrid events for various clients.

Currently the BS in Recreation & Leisure Studies is a 'discovery major' at Southern. Most students learn about the program upon arrival on campus. Students learn of the program through new student orientations or their involvement in an LEP course from the RTSM department. It is anticipated that increased enrollment will be enhanced through program presence at career days and discovery days for non-declared students. As an approved major, the T.H.E.M. program will have increased visibility on both the departmental and university websites.

External marketing is critical to the growth of the program. Classroom visits to regional technical and high schools will be scheduled. Increased contact with community colleges and the formalization of transfer agreements will be pursued. Outreach will be augmented by the use of the alumni network for students who have completed the current concentration in T.H.E.M. Presentations at professional conferences such as the Connecticut Recreation and Parks Association and the Connecticut Conference on Tourism will raise the profile and awareness of the program with practicing professionals. Important to the prospective student is the presence of the program on social media. Sites including Facebook, LinkedIn and Instagram, feature interest groups in tourism, hospitality and events which will be used by the department to create awareness and interest in the program.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee

03/25/2021 – Board of Regents

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 1/27/2021	
Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted 2/20/2017		
Program Characteristics Name of Program: Tourism, Hospitality, & Event Management Degree: Title of Award (e.g. Master of Arts) BS Degree Certificate: (specify type and level) NA Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: 9/21 Anticipated Date of First Graduation: 5/25 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Program Credit Distribution # Credits in General Education: 45 # Credits in Program Core Courses: 27 # Credits of Electives in the Field: 15 # Credits of Other Electives: 24 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 52.0901 Title of CIP Code Hospitality Administration/Management, General		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) College of Health & Human Services; Department of Recreation, Tourism & Sport Management Location (e.g. main campus) Offering the Program: Main Campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council on Accreditation of Parks, Recreation, Tourism and Related Topics (COAPRT) 2021 • If program prepares graduates eligibility to state/professional license, please identify: NA (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Trudy Milburn	Title: Assoc. VP of Academic Affairs	Tel.: 2033925761 e-mail: milburnt1@southernct.edu

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SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

The proposed program furthers the Department of Recreation, Tourism, and Sport Management (RTSM) in its efforts to fulfill the mission of Southern Connecticut State University in the following manner. SCSU is a student-centered university that provides professional development to empower students with the knowledge, skills, and perspectives essential for active participation and leadership in the area of social and public service. The proposed BS in Tourism, Hospitality, & Event Management will provide students with the necessary classroom and professional experiences to allow them to enter the workforce well-equipped to contribute to these industries and pursue personal and professional goals. The RTSM department is focused on professional career development augmented by the university wide Liberal Education Program (LEP).

The role of the degree in Tourism, Hospitality, & Event Management (T.H.E.M.) is to prepare students for professional careers in these service industries. There is an emphasis on applied knowledge through a progressive series of planned projects intended to develop the skills needed for success, further enhanced through selective internship opportunities during the final two years of the program.

The expansion of the scope of the curriculum, from a concentration to a BS degree, will increase enrollment, help to add credibility to the student's efforts at professional preparation, and allow for the expansion of courses offered in the program.

Addressing Identified Needs

- *How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program (Succinctly present as much factual evidence and evaluation of stated needs as possible)*
- The leisure industries, as represented in this proposal, represent a significant portion of the national economy. The Bureau of Labor Statistics indicates continued growth of the leisure and hospitality industries representing 10.5% of all employment in the US by 2029, a top five sector in the service industries. (<https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>)
- Average mean wages in the T.H.E.M. industries are reported to range from \$35,660 to \$54,530, with salaries higher than average in major metropolitan areas. (<https://www.bls.gov/oes/current/oes351012.htm>).
- According to research conducted by the CT Department of Economic and Community Development, tourism and the related field of hospitality is “big business” in Connecticut:
- \$15.5 billion in business sales supported by traveler spending
- \$2.2 billion in tax revenues, including \$960 million in state/local taxes
- 84,254 jobs directly supported by tourism (total of 123,500 both direct/indirect jobs)
- The largest visitor spending category is recreational spending, capturing 29 cents of each visitor dollar, 25% on food and beverage, 19% of each visitor dollar is spent on lodging, 15% on retail and 12% on transportation. (May 2019 Tourism Economics)
- The CT Office of Tourism is positioning itself for the eventual full reopening of the tourism market in Connecticut. While there was significant job loss in the areas of tourism and hospitality, it is anticipated that the industry will experience recovery with some anticipated innovations in the near future. The proposed T.H.E.M. program will prepare students with the most current tools to enter the new job market.
- In tandem with tourism and hospitality, the event management profession offers students the opportunity to work for numerous corporate, non-profit, and governmental agencies, all of whom use special events to promote their particular goals and objectives. Special events also contribute greatly to the tourism industry as visitors will travel for events that are of interest to them.
- By providing students with the possibility to select courses related to these three industries, and providing them with a bona fide degree representing their studies, they will be able to customize their education to meet their interests and the requirements of the leisure economy. SCSU will provide a comprehensive specialization in event management as an option in the degree program.
- Students will be qualified for entry-level and mid-management positions in hotels, resorts, restaurants, the travel

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industry, private and corporate event management, and municipal and civic agencies that support these industries.

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

- In a recent review of the RTSM curriculum by the Council on Accreditation of Parks, Recreation, Tourism, and Related Programs, it was noted by the COAPRT Council that the proposed new BS in tourism, hospitality, and event management would be **the first multi-disciplinary program of its kind in the nation to receive this national accreditation.**

Southern has offered courses in travel in tourism for over a decade. The tourism, hospitality, and event management concentration, in existence for the past six years, has experienced significant growth. New courses were added in 2016 in the areas of event management and hospitality. An analysis of best practices, and based on the needs of incoming new and transfer students, indicated a need to further develop each of the three professional areas of study. There has been a marked growth in the enrollment in the T.H.E.M. in the past four years reaching a high of fifty-six students, including an increased number of students from community colleges with associate degrees in related fields.

The current program coordinator, Dr. Lee J. deLisle, completed the American Hotel and Lodging Educational Institute (AHLEI) educator certification in 2017, furthering an understanding of the need for an expanded curriculum. He also is the author of *Creating Special Events* (2009, 2014) a widely used textbook on the subject of event management. The major will provide a logical, seamless transition for students from technical and high schools and community colleges with similar programs. Current adjunct instructors hold professional leadership positions in event and hospitality management at Yale University and local operating businesses.

- As one of only two majors in the state university system, the program will be marketed throughout the region. Being a shoreline institution, there is a natural link to the I-95 and Rt. 8 corridors allowing for an impact from the Rhode Island border to the greater New York metro market. Despite the current restrictions on discretionary leisure activities, the T.H.E.M. industries will continue to play a vital role in the tri-state economy. Our students, who are experiencing and learning about the necessary vital service delivery adjustments in these industries, will be well-positioned to contribute to the advancement of these professions and their personal success in the future. Students in the concentration are currently learning about and producing virtual and hybrid events for various clients.

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

The RTSM department at Southern is committed to providing opportunities to all current and prospective students in accordance with the university commitment to social justice and non-discriminatory policies. The department works closely with the office of diversity and equity (<https://inside.southernct.edu/diversity/policy-statement>) to maximize opportunity and minimize obstacles to student success.

The professional preparation of students in the T.H.E.M. program includes both historical and sociological emphasis on the role of diversity in these fields. Current enrollment in the program includes 34% representation of students of color and 70% women. First and second year students are paired with an upper-level student as a peer mentor to help them with their navigation of the program. Faculty support of students through the implementation of appropriately diverse classroom examples and case studies helps the students to feel a part of the mainstream in these professions.

The current relationship with an urban technical school has been successful by bringing the students to campus to meet our students and faculty in the program and inviting them to stay in contact as they complete their high school studies. Removing this barrier of fear of the unknown makes the prospective students more comfortable in considering our program. This collaboration will be expanded to additional schools in the coming year.

Finally, the program philosophy is to build on past success. Students are guided to embrace the benefits of successful behaviors and are encouraged to share their success both in and out of the classroom.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

- The program currently has a working relationship with JM Wright Technical School of Stamford, annually hosting their hospitality students on campus to facilitate these high school students in their transition to SCSU. Several have enrolled in the past year.
- **Regional Approach** - Plans are already underway to develop a pathway for Gateway CC hospitality students to complete their BS in the new program at SCSU. Upon approval of the new program, efforts will be made to facilitate additional cooperative relationships with Norwalk, Housatonic, and Three Rivers CC. Upon approval of the program, strategic efforts will be initiated to contact high schools and technical schools in the state to make them aware of the benefits of the program and create collaborative relationships.
- *Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.*
- Central Connecticut State University offers an interdisciplinary degree in hospitality and tourism. Also offered is a BA in geography with a specialization in tourism.
- The University of Connecticut does not list a major in the professions in the proposed program.
- Eastern Connecticut State University does not list a major in the professions in the proposed program.
- Western Connecticut State University does not list a major in the professions in the proposed program.
- Based on a search of the CSCU site, the following institutions offer courses and/or degrees in the three industries.
Gateway – AS Hotel Management; Restaurant & Food Service Management
Manchester – AS Hotel Tourism Management; Certificate Hotel Tourism; AS Food Service Management
Naugatuck – AS Hospitality Management/Food Service; AS Hospitality Management/Hotel Management
Norwalk – AS Hotel Management
Three Rivers - AS Hospitality Management – no information found on site.
Housatonic – Food Safety Management Training Online Certificate
- The Southern Connecticut State University proposal provides a series of management courses specifically focused on the industries under consideration. There are three proposed concentration areas in tourism, hospitality, and event management. This includes courses such as wedding planning, restaurant and hotel operations, global issues in tourism, advanced applications in event management, and a capstone course in professional development.
- The current event management concentration, unique to the CSCU system, includes a capstone course, THE 365, wherein students operate as an ongoing business concern by soliciting and managing contracts with university and community agencies to produce actual events. Students are also encouraged to select business classes in areas of interest as free electives to supplement the departmental courses. Southern also currently offers an eighteen credit minor in event management that attracts business and communication majors further highlighting the relevance of the concentration.
- With a distinct emphasis on applied knowledge, the SCSU program **requires** a total of nine credits in internship experiences so that the students participate in a junior year internship for three credits, and a senior year internship for six credits. This allows the students significant workplace exposure that is critical to professional development and employment placement upon graduation.
- The SCSU program maintains a working relationship with Liverpool John Moores University offering the students an opportunity to study in Liverpool or to participate in an SCSU course taught by a LJMU faculty member. Students are also encouraged, although not required, to participate in a study abroad short or long term program.
- On the CSCU website SCSU is not listed as offering degrees in tourism, hospitality, or event management due to its current status as a concentration. The proposed change will greatly increase the visibility and accessibility of the program which is currently included in the BS in Recreation and Leisure Studies.
- Due to the intentionally flexible design on the SCSU program there can be an unimpeded continuation of study towards a BS degree at Southern from any of the community colleges.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

Cost Effectiveness and Availability of Adequate Resources

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

Student Recruitment / Student Engagement

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

Currently the BS in Recreation & Leisure Studies is a 'discovery major' at Southern. Most students learn about the program upon arrival on campus. Students learn of the program through new student orientations or their involvement in an LEP course from the RTSM department. It is anticipated that increased enrollment will be enhanced through program presence at career days and discovery days for non-declared students. As an approved major, the T.H.E.M. program will have increased visibility on both the departmental and university websites.

External marketing is critical to the growth of the program. Classroom visits to regional technical and high schools will be scheduled. Increased contact with community colleges and the formalization of transfer agreements will be pursued.

Outreach will be augmented by the use of the alumni network for students who have completed the current concentration in T.H.E.M. Presentations at professional conferences such as the Connecticut Recreation and Parks Association and the Connecticut Conference on Tourism will raise the profile and awareness of the program with practicing professionals.

Important to the prospective student is the presence of the program on social media. Sites including Facebook, LinkedIn and Instagram feature interest groups in tourism, hospitality, and events which will be used by the department to create awareness and interest in the program.

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

The program currently emphasizes cooperative efforts amongst the full and part-time faculty to identify students who may need extra attention during each semester. Use of university software programs that track student success are employed in this effort. We emphasize our roles in helping the students to be successful.

Multiple meetings are scheduled for each student in the program to monitor success and provide academic and career guidance.

Involvement in the student club, volunteer activities, and other opportunities beyond the classroom are shown to positively influence retention. The current program also hosts social events for holidays and end of the year celebrations creating a close caring community for the students.

Involvement of practicing professionals as mentors beyond the internship experience is also helpful in supporting the student's positive vision of their professional aspirations.

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

The proposed major has been reviewed in its present form as a concentration by the Council on Accreditation of Parks, Recreation, Tourism, and Related Programs, accreditation team and is on track for approval this spring. Accreditation will also qualify graduates for the national professional certification. Additional certifications will be made available to the students in the areas of hospitality and event management from the respective professional organizations.

1. Identify and plan for the role of diversity in the provision of industry related services
2. Apply resource management (financial, human, and material resources) practices
3. Implement strategic planning and project management practices in tourism, hospitality, and event settings
4. Manage risk in public settings including contract management protocols
5. Manage SWOT analyses and industry-based evaluation techniques
6. Incorporate the appropriate use of technology in project settings
7. Conduct market research and implementation of marketing plans

Assessment Methodologies

- Program effectiveness and student learning will be assessed through course instruments including written assignments, oral presentations, group presentations, quizzes and tests, and the completion of projects that incorporate the materials presented in individual courses.
- Students will participate in community service learning experiences specific to individual courses. Students will enroll in a professional development course to aid in the transition from the university to the workplace. This will prepare them for two internships experiences wherein they may demonstrate both theoretical and applied knowledge in professional settings.

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

Lee J. deLisle - PhD in Leisure Studies; 30+ years of teaching experience in higher education; certified hospitality educator; currently teaches a four course per semester teaching load with additional responsibilities in department accreditation management, department evaluation and strategic planning, and curriculum development. Administration of the program will include three (3) non-teaching credits per semester.

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

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

At the present time there is no plan in place to recruit or hire an additional full time faculty member.

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

NA

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

40%

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

Adjunct faculty will hold an MA/MS in tourism, hospitality, or event management or a related business degree. They will have sufficient, current knowledge and working experience in their area of expertise. They will demonstrate sound pedagogical practices in order to effectively teach in online and/or face to face settings.

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

With the opening of the new College of Health and Human Services building, there will be sufficient office space to accommodate an additional faculty member, as needed, in the area allocated to the RTSM department. The inclusion of the demonstration culinary classroom kitchen in the new building will greatly enhance the applied training of the students in the program. Additional offices for adjuncts will also be included in the new building.

A review of current library holdings indicates that the resources presently available are sufficient to support the new program. With the introduction of the new major, it is anticipated that enrollment will increase, offsetting a portion of any expenses incurred.

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

Curriculum

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

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Pre_Req	Cr Hrs
Program Core Courses				Elective Courses in the Field			
REC 100 Introduction to Recreation & Leisure	1	NA	3	*THE 320 Meeting & Conference Planning	1,2,6,7	THE 260	3
REC 120 Leadership Development	2 LEP	NA	3	THE 321 Destination: New England	1,4,5,7	THE 260	3
REC 220 Inclusive Recreation	1 LEP	NA	3	THE 331 Hotel Operations	2,4,6,7	THE 260	3
THE 260 Introduction to T.H.E.M.	1,2,6	NA	3	THE 332 Restaurant Operations	2,4,6,7	THE 260	3
THE 323 Tourism Principles & Practices	1,2,3	REC 100	3	THE 333 Wedding Planning	1,2,3,4,7	THE 260	3
REC 363 Event Management	2,3,5,6	REC 100	3	THE 364 Event Applications	2,3,4,5,6,7,	REC 363	3
THE 330 Hospitality Service Management	2,4,5	THE 260 & 6 credits RLS/SMT	3	THE 365 Event Planning & Production (repeat for credit)	2,3,4,5,6,7	THE 364	3
THE 368 Risk Management in T.H.E.M.	4,5,6	THE 260	3	THE 463 Global Issues in Tourism	1,6,7		3
THE 381 Contemporary Issues in Leisure	1,6	REC 301 SMT 401 LEP Tier 2	3				
*THE 433 Professional Development in T.H.E.M.	3,5,6	THE 260 & 25 major credits	3				
REC 470 Research Methods	6,7	REC 320/Permission	3				
Core Course Prerequisites				Special Requirements			
Core course prerequisites include REC 100; THE 260; REC 363: Rec 364				REC 300 Internship 1	2	Dept. Permission	3
				REC 400 Internship 2	2	REC 300 or 301	6
Total Other Credits Required to Issue Credential 45 General Education (LEP) credits; 24 Free Electives							
Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. The BS in Tourism, Hospitality, & Event Management requires a total of 51 credits, comprised of 36 core credits and 15 concentration/specialization credits in addition to university requirements of 69 credits in the areas of LEP and free electives for a total of 120 credits. Students may choose from nine different three credit courses to complete the 15 credit portion of the program. There are no special admission requirements; students transferring in with an AS from a community college will be afforded the opportunity customize their program to account for their previous academic experience.							

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

All students are required to complete two internships of three and six credits respectively. The RTSM department has an extensive network of professional organizations for the placement of students in the two required internship experiences including Yale University Conferences and Events, City of New Haven, Greater New Haven Chamber of Commerce, New Haven Festival of Arts and Ideas, Live Nation at the Toyota Oakdale Theater, several country clubs, wedding venues, event planning organizations, restaurants and hotels. Students are prepared for these opportunities through a specifically designed professional preparation course outlining the characteristics and expectations related to internship and employment in these industries.

Students are also encouraged to volunteer at campus events and events in the community to ‘reality test’ their understanding of the careers that they are pursuing. The REC 365 Event Planning and Production course provides students with the opportunity to work with agencies both on and off campus in a formal, contractual relationship to plan all aspects of a special event from the initial needs assessment to the post-event evaluations. An example is the upcoming virtual job fair being produced for the Town of Groton this spring which will allow the town to advertise and invite prospects for summer employment to a virtual event, including the possibility of onsite interviews. Students are permitted to take the course two times in order to acquire the necessary skills in the first experience and to assume a leadership role in the second experience. This class also plans and delivers an annual career fair each fall to help students across campus plan for internship and interviews for employment.

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Lee J. deLisle Professor	University of Connecticut	Leisure/Event/Hospitality Management	Program Coordinator; Advising; Outreach; UA supervision
Dr. Joseph Milone Assistant Professor	University of Hartford	Program Planning & Implementation	Program Coordinator Recreation & Leisure Studies; Undergraduate Coordinator

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
BS Tourism, Hospitality, & Event Management
New Course Descriptions

THE 320 Meeting & Conference Planning

INTRODUCES STUDENTS TO THE PROFESSIONAL OPPORTUNITIES IN THE MEETING, INCENTIVE, CONFERENCE, AND EXPOSITION INDUSTRY (M.I.C.E.) STUDENTS INVESTIGATE THE PRINCIPLES, PRACTICES, AND IMPACTS OF THE INDUSTRY OFFERED IN VARIOUS SETTINGS, INCLUDING COLLEGE AND UNIVERSITY CAMPUSES.

THE 321 Destination New England

INTRODUCES THE INFRASTRUCTURE OF THE TOURISM INDUSTRY IN NEW ENGLAND THROUGH AN ANALYSIS OF THE COMMERCIAL, GOVERNMENTAL, AND NON-PROFIT AGENCIES THAT SUPPORT AND PROMOTE TOURISM.

THE 331 Hotel Operations

PROVIDES STUDENTS WITH A WORKING KNOWLEDGE OF THE DYNAMICS OF THE LODGING INDUSTRY; SPECIFICALLY, THE OPERATIONS AND MANAGEMENT OF MODERN HOTELS.

THE 332 Restaurant Operations

PROVIDES STUDENTS WITH A WORKING KNOWLEDGE OF THE OPERATIONS AND MANAGEMENT OF THE RESTAURANT INDUSTRY.

THE 333 Wedding Planning

A COMPLETE ANALYSIS OF THE WEDDING INDUSTRY WITH AN EMPHASIS ON THE PLANNING, COORDINATION, AND PRODUCTION OF THE WEDDING EXPERIENCE.

THE 433 Professional Development in Tourism, Hospitality & Events

PROVIDES AN OVERVIEW OF THE EMPLOYMENT ENVIRONMENT FOR STUDENTS IN TOURISM, HOSPITALITY, & EVENT MANAGEMENT (T.H.E.M.). IDENTIFIES TOOLS, STRATEGIES, AND OPPORTUNITIES TO AID UPPER LEVEL T.H.E.M. STUDENTS IN THEIR TRANSITION FROM ACADEMIA TO THE WORKPLACE. REQUIRED OF ALL T.H.E.M. MAJORS.

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APPLICATION FOR NEW PROGRAM APPROVAL

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

PROJECTED Enrollment	First Year (FY 2023)						Second Year (FY 2024)						Third Year (FY 2025)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	5		5				6		6				8		8			
New Students (first time matriculating)	12		12				15		15				18		18			
Continuing Students progressing to credential	25		25				24		24				26		26			
Headcount Enrollment	42		42				45		45				52		52			
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	12		12				26		26				42		42			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$141,624						\$307,802						\$495,684					
PROJECTED Program Expenditures ³							<p>NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</p> <p>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring</p> <p>Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.</p> <p>2 Revenues from all courses students will be taking.</p> <p>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</p> <p>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.</p>											
	First Year	Second Year	Third Year															
Administration (Coordinator) reassigned time 3 credits/year (Y1-Y3) @ \$100,000 plus 65.35% F/B	\$20,625	\$20,625	\$20,625															
Summer administration (Coordinator) Full-time faculty rate 1.5 credits/year @ \$2,264 incl. 60% F/B	\$3,396	\$3,396	\$3,396															
Faculty (Part-time, total for program) 12 credits in Y1; 18 cr. in Y2; 24 cr. in Y3 @ \$1833/cr. Incl. 60% F/B	\$35,194	\$52,790	\$70,387															
Grad. Asst. @ \$9600/yr. incl. 10% fringe	\$10,560	\$10,560	\$10,560															
Library Resources Program																		
Equipment (List in narrative)																		
Other (Advertising)	\$5,000	\$5,000	\$5,000															
Estimated Indirect Costs (@ 18%)	\$13,459	\$16,627	\$19,794															
Total Expenditures per Year (incremental only)	\$88,234	\$108,998	\$129,762															

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 25, 2021

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 2021 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Charter Oak State College	David Henderson	
Housatonic Community College	Cynthia R. Bigelow	
Southern Connecticut State University	Larry Bingaman Jodi Earle Eddy	

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.

03/12/2021 – BOR Academic & Student Affairs Committee

03/25/2021 – Board of Regents

January 8, 2021

Interim President Dr. Jane Gates
CSCU
61 Woodland Street
Hartford, CT 06105

Dear Interim President Gates,

I write to submit a nominee for the 2021 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 **David Henderson**. Professor Henderson served on Charter Oak's Consulting Faculty from 1987 until his retirement 12/7/18. During that extensive service he was Dean of the Faculty from 2001-2003, Associate Dean from 1999-2001, and Chair of the Math, Science and Technology Committee from 1991-1993. Mr. Henderson began his work as a member of the Chemistry faculty at Trinity College in 1977. He was a Professor of Chemistry at Trinity College from 1977-2015, including serving as department chair from 1987-1994. He is also the Founding Director of the Interdisciplinary Science Program at Trinity.

Mr. Henderson was always available whether it was to approve student plans of study, develop program outcomes, review courses for transfer or participate in regional accreditation visits. He helped the college grow from being mostly an aggregator to an online college, always reminding us of our mission and taking the time to instill in new Consulting Faculty of the unique role Charter Oak plays in higher education. Even after he retired from Trinity and move out of Connecticut, he continued to serve Charter Oak participating in committee meetings via teleconferencing.

In his own words, he continues his educational service in retirement. "I have continued to be involved in education for adult learners. I am really enjoying teaching Gen Chem 2 for the University of New England. I get about 120 students a year from all over the world. I have had F35 pilots, grunts on the ground in Afghanistan, and I currently have a student working between Hong Kong and China with quarantine each way. Most are adults trying to get into medical graduate programs of all types."

This statement contains the essence of David's passion for higher education, particularly the education of working adults. His service to Charter Oak's students was a labor of love that he has found a way to continue even in his much-deserved retirement. The words "Lifelong Learning" are thrown around with reckless abandon, but David Henderson continues to live these words. In his professional life, his hobbies, including photography, pastels, and water color painting, and his post-retirement teaching he has demonstrated what a life devoted to learning and the sharing of knowledge can be. I witnessed his participation at Charter Oak faculty meetings, and his keen mind was always alert for new ways of teaching, better ways of acknowledging what students knew and could demonstrate. He was fearless about putting concepts like Prior Learning Assessment (PLA) or distance learning into action.

David Henderson represents the epitome of what the Faculty Managers at Charter Oak can be. All of them have full time positions with Connecticut Colleges and Universities, and all of them come to work with the Charter Oak staff to support the experiments in adult pedagogy that are Charter Oak's mission. None of them perform this service for personal gain, but rather because they are devoted to the mission of adult learning. David Henderson stands out among this illustrative group for both the length and the quality of that service.

The Charter Oak Honorary Doctorate Committee, after reviewing **David Henderson's** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that he receive the 2021 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 6, 2021 graduation.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Ed Klonoski".

Ed Klonoski, President
Charter Oak State College

Enc: Henderson Resume



February 17, 2021

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Ms. Cynthia R. Bigelow, President and CEO of family-owned Bigelow Tea, the US market leader of specialty teas that produces over 2 billion tea bags annually, to receive an Honorary Associate of Science Degree at Housatonic Community College's 53rd commencement ceremony on May 27, 2021.

The Bigelow family is incredibly philanthropic in Fairfield County. The family, through personal and company gifts, have been supporting Housatonic students for nearly 20 years.

Before assuming this key role in 2005, Cindi Bigelow spent nearly 20 years in all areas of the company that her grandmother founded in 1945. Headquartered in Fairfield, Connecticut, with additional manufacturing plants in Idaho and Kentucky, Bigelow tea is the national market leader of specialty teas and maker of "Constant Comment"® tea. The company remains a 100% family-owned business and employs 400 people across three manufacturing facilities, producing over 2 billion tea bags annually.

To ensure that the finest teas and botanicals continue to be used in her family tea recipes, Cindi visits gardens all over the world – from the tea estates in the Assam and Darjeeling regions of India, Sri Lanka and China, to Calabria's family-run bergamot orchards, to the farms in Oregon and California, all of whom are long time partners with Bigelow.

She continues to improve company performance each year by driving market expansion in to U.S. International, Natural and e-Commerce channels through product innovation that includes signature, organic, wellness and seasonal tea products.

With a major focus on sustainability, Cindi continues to champion sustainable practices throughout the organization, with Bigelow becoming Certified B Corporation in 2019. In 2020, Bigelow Tea also earned the designation of being a Green-e® Certified company, using 100% renewable energy for all Bigelow locations in the United States. Additional emphasis on recycling and composting earned Bigelow Tea the designation in 2012 of being a "Zero Waste to Landfill" company.

Cindi initiated the Annual Bigelow Tea Community Challenge in 1988 that has donated over \$2 million to 23 local charities since its inception, and Bigelow's Tea for the Troops Project that to date has donated over 7.5 million tea bags to US service men and women. She spearheaded the creation of Sandcastle Playground in 1996, a landmark 12,000 square foot wooden village playground in Fairfield. Annually recurring volunteer projects include Appalachian Service projects and the Kennedy Center.

Another major area of focus and passion for Cindi is leadership and development. She was a speaker at the first Northwestern Kellogg Global Women's Summit and at the Geno Auriemma UConn Leadership Conference in 2018. She is also a member of the Kellogg Inclusion Coalition for Northwestern University, Kellogg School of Management. She frequently makes classroom appearances speaking to students about business, business ethics, leadership, and marketing.

Additionally, she has been a keynote speaker at the Greenbrier Women in Leadership Conference, Network of Executive Women's Conference, Powerful Women in Business Conference, Fairfield University Awards Dinner, Boston College Alumni Career Day, UConn's Connecticut Celebrates Women Entrepreneurs, University of Bridgeport Executive Speaker Series, Conversations with Extraordinary Women Conference, The Thomas Merton Center's Celebrity Breakfast, Connecticut Better Business Conference and the Drucker Global Family Business Institute Conference. She has made several appearances on the Imus in the Morning program and Fox Business Network's After the Bell. She served on Bridgeport and Fairfield Boards of Directors, Boston College Board of Alumni, Bridgeport Regional Council, Bank of America Neighborhood Excellence



Initiative Committee and was the "Champion" for Connecticut's first Center for Family Justice that provides one-stop crisis management services to victims of domestic violence.

She recently served as one of fourteen members on Connecticut's 2018 Commission on Fiscal Stability and Economic Growth and continues to serve on numerous advisory councils for the governor, including as chair of the Equity and Access subcommittee on the Governor's Workforce Council (established in 2019).

Cindi holds a bachelor's degree from Boston College, MBA from Northwestern University, Kellogg School of Management and Honorary Doctorates from Johnson & Wales University, the University of New Haven and Fairfield University. In 2019, she was the first Visiting Industry Professional (VIP) to address the graduates at Johnson & Wales University (JWU) and the Commencement speaker for JWU Graduation. She was also the Fairfield University Graduate Commencement speaker in 2015 and a presenter for Fairfield University's TEDx Summit in 2019.

Through the years Cindi has been widely recognized for her community service. Some of these awards recognizing her years of support include the 2019 Character.org National Workplace Lifetime Achievement Award, the 2018 Caroline House Award, Neighborhood Studios of Fairfield County Award, the 2017 United Way Norman Leads Giving Back to the Community Award, the 2016 Moffly Media Light a Fire Good Corporate Neighbor Award, Center for Family Justice Award and renaming of the Fairfield Senior Center to Bigelow Center for Senior Activities. 2014 Awards include the Walter H. Wheeler Jr. Business Leadership Award, Best in the State Connecticut Philanthropy Award and John Winthrop Wright Ethics in Action Award. Previous awards include WEDC Award for Entrepreneurial Excellence, Woman of Influence in the Food Industry, Notable Women in Business Award, Mass Mutual and UCONN Family Business of the Year Award, Ernst & Young Socially Responsible Entrepreneur of the Year Award, the Boy Scouts' Good Scout and Girl Scouts' Woman of Distinction Awards. She has been honored repeatedly for her community service by the Cardinal Sheehan Center, Connecticut's Beardsley Zoo's Red Ribbon Ball, Operation Hope and featured on Channel 12 News as a "Hometown Hero."

In 2017, Bigelow was inducted into HCC's Advanced Manufacturing Hall of Fame (AMHoF). Last year, Bigelow supported our VentureLab, in particular female students in this program, with a \$10,000 grant.

When she's not working, Cindi enjoys skiing, tennis, taking long walks, being with her children and friends and, of course, drinking lots and lots of tea.

I believe Cynthia "Cindi" Bigelow 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

DS/cc

February 9, 2021

Dr. Jane McBride Gates
Interim President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Dr. Gates,

I write to nominate Mr. Larry Bingaman as the recipient of an honorary doctorate from Southern Connecticut State University. Mr. Bingaman is president and CEO of the Regional Water Authority (RWA), and one of Connecticut's strongest advocates for conscious, purpose-driven leadership.

The RWA serves nearly 430,000 people in 15 communities throughout the Greater New Haven region. Since taking the helm in 2009, Mr. Bingaman has led the nonprofit corporation through many financial and operational successes. This includes development of the company's first integrated five-year strategic plan, achievement of the highest bond rating in the RWA's history and the establishment of new operating and productivity initiatives that have saved customers millions of dollars annually.

Mr. Bingaman's tenure at the RWA began in the midst of the Great Recession of 2008. His leadership helped guide the company through that difficult time and strengthened it to withstand the current economic downturn caused by the coronavirus pandemic. Through these cycles, he has remained committed to the principles of Conscious Capitalism, which state that business should seek to do good for customers, communities, employees and all other stakeholders while being financially successful.

Community involvement is a core aspect of Mr. Bingaman's conscious leadership, and nowhere is this more prevalent than in his commitment to education. He has built strong relationships between the RWA, Southern, Gateway Community College (GCC) and other institutions. Students have benefitted from scholarships and opportunities with the RWA, and Mr. Bingaman is a frequent guest speaker in the classroom, where he talks about the value of ethical conduct and conscious business practices.

Mr. Bingaman championed the landmark creation of Public Utility Management Degree Programs at Southern and GCC, in collaboration with stakeholders from the utility industry. This first-of-its-kind program prepares students to find and build successful careers in the utility industry. It also helps existing utility employees improve their skills so that they can better serve their customers.

In addition to serving on Southern's Public Utility Management Degree Advisory Committee and its Business Advisory Council, in 2016 and 2018, Mr. Bingaman led the charge for the RWA to provide Southern with leadership-level funding over a multi-year period. The RWA also underwrote a series of Southern-hosted events on the theme of sustainability. Southern's rain harvester, located outside of the Academic Science and Laboratory Building, was named for the RWA in recognition of this support.

The recipient of numerous community accolades, Mr. Bingaman is a past chair of the Greater New Haven Chamber of Commerce Board and a founder and immediate past Board chair of the Connecticut Chapter of Conscious Capitalism. For his commitment to ethical leadership, community involvement, and the belief that doing the right thing is the best conscious business strategy, I believe that he would be a worthy recipient of an honorary doctorate of humane letters from Southern.

The doctorate would be awarded at our commencement ceremonies during the week of May 17 on our campus. I thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a stylized flourish at the end.

Joe Bertolino
President

February 9, 2021

Dr. Jane McBride Gates
Interim President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Dr. Gates,

I write to nominate Jodi Euerle Eddy as the recipient of an honorary doctorate from Southern Connecticut State University.

Currently, Ms. Eddy is senior vice president of information technology and chief information officer for Boston Scientific and a member of its executive committee. She is responsible for positioning the company for success across multidisciplinary information technology needs and overseeing the company's strategy for digital health, data analytics and cybersecurity capabilities.

Ms. Eddy leads an IT organization of employees and contractors worldwide focused on continued advancement into complex, integrated IT solutions to address evolving customer and patient data needs.

She joined Boston Scientific in 2013 as vice president of sales, marketing and business intelligence and led IT initiatives for the endoscopy and neuromodulation divisions. In this role, she reset key strategies around customer relationship management systems, marketing, inventory and big data analytics and implemented major changes across core IT platforms.

Ms. Eddy has more than 20 years of experience leading global teams and developing large-scale strategies and programs to make IT a competitive advantage. Before joining Boston Scientific, she progressed through several roles of increasing leadership responsibility during 18 years working for General Electric, where she served as the commercial CIO for a \$20 billion division of GE.

Ms. Eddy holds a BS in computer science from Southern Connecticut State University and has a Master Black Belt Six Sigma Certification. Since Southern has recently launched a new Master's Degree in Data Science, recognizing Ms. Eddy's accomplishments with an honorary doctorate would be a great way to link an accomplished alumna with the exciting programs that we are developing to stay relevant in this digital age.

The doctorate would be awarded at our commencement ceremonies on campus during the week of May 17. I thank you for your consideration of this request.

Sincerely,



President

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2019-20 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy

A True Copy:

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

ITEM

Consideration of 2019-20 Academic Program Review by the CSCU institutions

BACKGROUND

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

RATIONALE

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

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

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions presented results of 81 academic programs. The review criteria for these programs are summarized in the attached tables.

RECOMMENDATION

It is the recommendation of the Office of the Provost that the Board of Regents accepts the submission of academic program review by the CSCU institutions for the 2019-20 academic year; and requires further institutional recommendations regarding the dispositions of those programs deemed to be low completers, to be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

03/12/2021 – BOR-Academic and Student Affairs Committee
03/25/2021 – Board of Regents

Academic Program Review Summation

A. Status of External Accreditation

Accreditation Status	Number of Programs
Accreditation Approved	1
Accreditation Denied	
Accreditation Pending	
Accreditation Continued	21
TOTAL	22

B. External Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Minor Revision(s)	24
Moderate Revision(s)	4
Substantive Change	
TOTAL	28

C. Internal Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Continuation with Minor Revision(s)	30
Continuation with Moderate Revision(s)	3
Substantive Change	
Termination	
Program Termination*	11
Program Suspension*	2
Program Consolidation*	
Program Continuation*	25
TOTAL	48

*optional recommendations for academic program identified as Low Completer

D. Program Assessment(s)

Assessment	Number of Programs
Assessment of Student Learning Outcomes	53
Assessment of General Education Competencies	3
DUPLICATED TOTAL	56

Academic Program Review Summation

2019-20

Academic Year

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

3-Year Averages Credentials Awarded	Number of Programs per Academic Credential							
	Undergraduate Certificate	Associate Degree	Bachelor's Degree	Post- Bachelor's	Graduate Certificate	Masters' Degree	Post- Masters	Doctoral
0	1	1	4		1			
1 – 3	2	4	6			2		
4	4	1				4		
5 – 7	2	7	1			2		
8 – 9	1	5	3			1		
10 – 12	1	2	4					
13 – 15	1		1			1		
16 – 18		2						
19 – 22		1	2					
23 – 25								
26 – 30		2						
31 – 35		1						
36 – 40		1	1					
41 – 45		1	1					
46 – 50								
51 – 75		2	2					
76 – 100			1					
101 – 125		1						
126 – 150								
151 – 175								
176 – 200								
+200		1						
TOTAL	12	32	26		1	10		

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

Low Completers

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: January 2021
Most Recent NECHE Institutional Accreditation Action and Date: 1/27/2012 (5 th year report: 6/31/2015)	
Original Program Characteristics CIP Code No. 511501 Title of CIP Code Drug & Alcohol Recovery Counselor Name of Program: Drug and Alcohol Recovery Counselor Degree: Title of Award (e.g. Master of Arts) Associate in Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#:000303 Modality of Program: X On ground Online X Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 27 # Credits of Electives in the Field: # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Modified Program Characteristics Name of Program: Drug & Alcohol Recovery Counselor Degree: Title of Award (e.g. Master of Arts) Associate in Science Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 Other:	Modified Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 27 # Credits of Electives in the Field: # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 57
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Replace PSY* 107 with HSE* 211 to better align with workforce needs, as well as transfer needs for students continuing on to Bachelor's Degrees in related fields.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) This modification does not require any additional resources needed.	
Institutional Contact for this Proposal: Dr. Joanna White Title: Assistant Professor and Program Coordinator Human and Social Services Tel.: 860-512-2609 e- mail: jwhite1@manchestercc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
DAR 101	1, 2, 3	ENG 096 eligibility	3			
DAR 111	1, 2, 3	ENG 101 eligibility	3			
DAR 112	1, 2, 3	ENG 101 eligibility	3			
DAR 158	1, 2, 3	ENG 101 eligibility	3			
DAR 213	1, 2, 3	DAR 111 and ENG 101 eligibility	3			
DAR 251	1, 2, 3	All DAR coursework with C or better and permission of coordinator	6			
HSE 281	N/A	HSE 101 and permission of coordinator	3			
HSE 101	N/A	None	3			
HSE 134	N/A	None	3			
HSE 211	N/A	HSE 101	3			
PSY 245	N/A	PSY 111 with C- or better	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) Upon successful completion of all Drug and Alcohol Recovery Counselor degree program requirements, graduates will:						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

1. Understand addiction and a variety of models and theories of addiction and other problems related to addictions. Be able to describe the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others.
2. Understand treatment, describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
3. Apply knowledge and understand the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care and provide treatment services appropriate to the personal and cultural identity and language of the client.

PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

Rationale for Modification (continued from page one):

Description of Change:

1. Add CCS*101: College and Career Success course to the program.
2. Add an "or" to BMG*201: Principles of Management allowing BMG*202: Principles of Management "or" BMG*210: Organizational Behavior
3. Re sequence program courses to allow CCS*101 to be taken in the first 9 credits
4. Update the Technical Electives list. Add CST*114 Web Essentials, CSA*145 Database Management, CST*135 Spreadsheet Applications and BOT*220 Computerized Communication to the Technical Elective list. Eliminate courses that are no longer running or have an incompatible pre-req.

Justification for Change:

1. The total program credits for this program has fallen below 60 credits after ACC*115 (4 credits) was changed to ACC*113 (3 credits). The addition of the CCS 101: College and Career Success course aligns with the system-wide direction of implementing guided pathways, and will fulfill a MCC general education course.
2. Aligns with the recent change to the Business transfer programs that allows students to choose between BMG*201: Principles of Management and BMG*210: Organizational Behavior.
3. The program was re-sequenced to allow the CCS*101 course to be taken in the first 9 credits.
4. The Technical Electives list has been updated to include courses relevant to the MIS degree students and eliminate course no longer running or with a higher pre-req.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CST 201	2,3,4,6	Eligibility for ENG* 101.	3	CCS 101	6	3
CST 205	3,4,6	Completion of ENG* 101 with C- or better	4			
ACC 113	1	Completion of ENG* 101 with C- or better	3			
ACC 117	1	ACC 113, ENG 101 MAT 138	3			
BMG 202	1	Completion of ENG* 101 with C- or better	3			
BMK 201	1	Completion of ENG* 101 with C- or better	3			
BBG 234	1	Eligibility for ENG* 101	3			
BFN 201	1	Completion of ENG* 101 , ACC* 113 , ACC* 117 , with a 'C' or better	3			
BMG 204	1	Completion of ENG* 101 with C- or better	3			
CSC 127 or CSC 124 or CSC 125 or CSC 128	2,3	Eligibility for MAT* 172	3			
			31			
Core Course Prerequisites				Elective Courses in the Field		
ENG 101, MAT 138			6	2 courses from the following designators: CSA, CSC, BOT, ACC, BBG, BMG, BMK, BES, BFN, LGL, ECN	1	6
Total Other Credits Required to Issue Modified Credential						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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PROGRAM MODIFICATION

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

Upon successful completion of all Management Information Systems degree program requirements, graduates will

1. Demonstrate relevant content knowledge of core business disciplines; accounting, business law, management, and marketing.
2. Define information systems and describe their importance to organizations.
3. Describe the basic methodologies used to develop and implement information systems.
4. Apply project management concepts, tools and techniques, to prepare basic documents such as a project charter, project schedule and project scope document.
5. Utilize business application software including spreadsheet, database, presentation, and word processing for business decision-making and analysis.
6. Recognize the importance of working in teams to achieve common goals, and collaborate effectively in group assignments.

Connecticut State Colleges & Universities

BELOW THRESHOLD INFORMATION REPORT FORM

PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

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

Rationale for Modification: (Continued from page one)

Description of Change:

- Replace LGL*103 (Legal Ethics and Professional Responsibility), a 1-credit, required course, with a 3-credit elective.

Justification for Change:

- ACC*115, a 4-credit course, has been replaced with ACC*113, a 3-credit course. This change, which has been approved by the college, reduces the current Paralegal A.S. program from 60-61 credits to 59-60 credits.
- MCC is the only paralegal program in the CSCU system that offers a discrete legal ethics class. The plan for paralegal program alignment across the system is to eliminate this course. This removes an additional credit from the program.
- Legal ethics is integrated throughout the paralegal curriculum. Each legal specialty course focuses on ethical issues pertaining to the specific area of law and/or paralegal skill set that is the subject of the class. Legal ethics is also integrated into the curriculum of POL*120, which is a required course for paralegal students. The American Bar Association does not require the program to offer a separate legal ethics course.
- This change allows paralegal A.S. students the opportunity to take an additional elective course in either a legal specialty topic (LGL*) or in related subject matter (CJS*101, CJS*211 or POL*212).

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
POL*120	1,3, 6	Eligibility for ENG*101	3	BBG*231 or BBG*234	2,3	3
LGL*102	1-4	POL*120 or permission of instructor	3	ACC*113	2, 4, 5	3
LGL*104	1-5	POL*120, eligibility for ENG*101 or permission of instructor	3			
LGL*208	1-5	Same	3			
LGL*209	1-5	Same	3			
LGL*211	1-5	Same	3			
LGL*220	1,2, 4-6	Same	4			
LGL*240	1-6	LGL*102, LGL*208, LGL*220, and one of: BBG*234, LGL*211 or LGL*212 or permission of instructor	3			
Core Course Prerequisites				Elective Courses in the Field		
ENG*101			3	LGL*210	1-5	3
POL*120 (Prerequisite for LGL*102)			3	LGL*212	1-5	3
				LGL*215	1-5	3
				LGL*216	1-6	3
				LGL*270	1-6	3
				CJS*101	1,3	3
				CJS*211	1,3	3
				POL*212	1,3	3
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)</p> <p>Upon successful completion of all Paralegal degree program requirements, graduates will</p> <ol style="list-style-type: none"> 1. Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession. 2. Demonstrate critical thinking, reasoning and analytical skills, conduct factual and legal research using print and computerized methods, and organize and present information effectively, both orally and in writing. 3. Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law. 4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney. 5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills. 6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations. <p>In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.</p>						

Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College		Date of Submission to CSCU Office of the Provost: January 2021	
Most Recent NECHE Institutional Accreditation Action and Date: 1/27/2012 (5 th year report: 6/31/2015)			
Original Program Characteristics CIP Code No.: 220302 Title of CIP Code: Paralegal Name of Program: Paralegal Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) C2 (Post-Graduate Certificate) Date Program was Initiated: 01/1998 OHE#: 005425 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both		Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 14 Credits # Credits of Electives in the Field: 9 Credits # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 23 Credits From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 23 Credits	
Modified Program Characteristics Name of Program: Paralegal Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Post-Graduate Certificate Program Initiation Date: 01/1998 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 25 Credits Other:		Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 13 Credits # Credits of Electives in the Field: 12 Credits # Credits of Free Electives: 0 Credit # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 25 Credits From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 25 Credits	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination			
Rationale for Modification See details on next page.			
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)			
Institutional Contact for this Proposal:		Mary Holland Tel.: 860-512-2632 Title: Professor and Program Coordinator e- mail: mholand@manchestercc.edu	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Main Campus			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

Rationale for Modification: (Continued from page one)

Description of Change:

- Replace LGL*103 (Legal Ethics and Professional Responsibility), a 1-credit required course, with a 3-credit legal elective.

Justification for Change:

- Legal ethics is integrated throughout the paralegal curriculum. Each legal specialty course focuses on ethical issues pertaining to the specific area of law and/or paralegal skill set that is the subject of the class. Legal ethics is also integrated into the curriculum of POL*120, which is a required course for paralegal students. The American Bar Association does not require the program to offer a separate legal ethics course.
- MCC is the only paralegal program in the CSCU system that offers a discrete legal ethics class. The plan for program alignment across the system is to eliminate this course.
- This change allows paralegal certificate students the opportunity to take an additional elective course in a topic of their choice.

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Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
POL*120	1,3,6	Eligibility for ENG*101	3			
LGL*102	1-4	POL*120 or permission of instructor	3			
LGL*208	1-5	Same	3			
LGL*220	1,2,4-6	Same	4			
Core Course Prerequisites				Elective Courses in the Field		
Certificate students must have an undergraduate degree.			N/A	LGL*104		3
College level English			3	LGL*209		3
				LGL*210		3
				LGL*211		3
				LGL*212		3
				LGL*215		3
				LGL*216		3
				LGL*240		3
				LGL*270		3
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced)</p> <p>Upon successful completion of all Paralegal certificate requirements, graduates will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession. 2. Demonstrate critical thinking, reasoning and analytical skills; conduct factual and legal research using print and computerized methods; and organize and present information effectively, both orally and in writing. 3. Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law. 4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney. 5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills. 6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations. 						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 1.8.21
Characteristics of Below-Threshold Offering Name of Offering: Certificate in Data Science Type of Offering (e.g. Grad Certificate) Grad Certificate Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable): Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 12 # Credits of Electives in Field: 0 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 30.7001 Title of CIP Code Computational Science	
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) <p>The Certificate in Data Science at SCSU will provide students with backgrounds from a variety of fields (e.g. social science, healthcare, education, business, pharmaceutical development, etc., as well as STEM disciplines) the practical training to implement solutions to “big data” questions using the data science lifecycle and related technologies. Students who complete the Certificate will learn to: 1) use fundamental programming skills to retrieve, manipulate, and visualize data; 2) apply machine learning, data mining, and inferential statistical techniques to identify patterns in data and make predictions; 3) make value judgements regarding different analytical approaches; and 4) effectively communicate their findings. In addition, the proposed Certificate in Data Science will be a building block in a modular professional science masters (PSM) degree in data science. Completing the proposed Certificate, a second Advanced Certificate in Data Science (currently under development), 9 elective credits, and a capstone project in industry would allow the students to obtain the PSM credential. See attached PSM Concept Description for additional background.</p>	
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) <p>The Certificate will utilize a number of resources already available to the math and computer science departments and so is considered budget neutral. We note that math and computer science have already successfully collaborated to create a BS in Data Science, an interdisciplinary major co-directed by both departments. The Certificate will be run along similar lines and be supported by faculty from both departments. In addition, the Certificate will make use of graduate course offerings which, while designed for the Certificate, will have application in the math department’s graduate certificate in applied statistics and in both the computer science department’s masters in computer science and</p>	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

- i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
- iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
- iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

proposed 6th-year certificate. Courses supporting the Certificate will be taught by faculty both departments already have in place. Finally, the Certificate addresses a demonstrable need for advanced training in data science. EAB, The Committee on Envisioning the Data Science Discipline of the National Academies of Sciences, Engineering, and Medicine, and the Bureau of Labor Statistics have all identified data science as one of the most important and rapidly expanding careers over the next decade.

Institutional Contact for this Proposal: Aaron Clark	Title: Data Science Coordinator	Tel.: (203)392-5590 e-mail: clarka23@southernct.edu
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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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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
DSC 500 Mathematical Methods for Data Science*	1	A	3			
DSC 501 Data Science I*	2		3			
DSC 502 Data Science II*	1, 3	B, C	3			
CSC 581 Computational Intelligence Or CSC 576 – Data Mining	1, 3	D	3			
Prerequisites						
A. Undergraduate mathematics at the level of college algebra.			3			
B. DSC 500 or undergraduate mathematics preparation covering intermediate statistics and introductory linear algebra.			3			
C. DSC 501.			3			
D. DSC 502.			3			
Total Other Credits Required to Issue Credential						
Other Details						
Learning Outcomes - L.O. <i>(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completor to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)</i>						
1. Apply fundamental concepts of statistical decision making to draw inferences supported by data. 2. Develop fundamental programming skills for the retrieval, manipulation, and visualization of data sets. 3. Apply machine learning and data mining techniques to identify patterns in data and make predictions.						

Professional Science Masters in Data Science Concept Description

The proposed Initial Certificate in Data Science is one part of the overall scheme we envision for a Professional Science Masters degree in Data Science. Taking a modular approach to the PSM degree, we plan on having a series of Advanced Certificates with different emphases available. After completing the Initial Certificate, a student would select an Advanced Certificate based on their particular interest. Completing the Advanced Certificate, 9 elective credits, and a professional internship or large-scale project would round out the PSM requirements. For highly qualified students (i.e., students having undergraduate preparation in math, statistics, computer science, or data science), the PSM could be assembled from two Advanced Certificates with the Initial Certificate waived on the basis of the student's background.

The grid below shows how the different pieces of the proposed PSM fit in relation to each other:

Core Certificate 12 credits	DSC 500, DSC 501, DSC 502 provide mathematical, programming, and data science background. Students complete Certificate by completing either CSC 576 Data Mining or CSC 581 Computational Intelligence.					Proposed in the attached Below Threshold New Academic Offering form.
Track Advanced Certificate 12 credits	Machine Learning	Data Mining	Business Analytics	Healthcare Informatics	Bioinformatics	Under development.
Electives 9 credits	Students choose 9 graduate level credits to complete in consultation with their advisor and/or the DSC coordinators. At least one course (3 credits) must address a professional component.					Will utilize both existing and to-be-developed graduate courses.
Capstone 3 credits	Professional internship in business or industry or large scale analysis project.					Under development.

The modular nature of the proposed PSM allows students to build the degree from individual pieces, each of which is a credential in its own right.

The next step in creating the PSM itself is to develop and implement the Advanced Certificates. In addition to areas closely related to computer science and mathematics/statistics, we see space in the scheme for certificates with emphases in business, healthcare, and bioinformatics. The advanced certificates represent an exciting opportunity to work with other programs to develop certificates providing "domain expertise" and which would allow students to tailor their PSM to exactly suit their professional needs.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University **Date of Submission to CSCU Office of the Provost:** January 8, 2021

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

Original Program Characteristics

CIP Code No. N/A Title of CIP N/A
 Name of Program: Biological Anthropology
 Degree: Title of Award (e.g. Master of Arts) **Minor**
 Stand-Alone Certificate: (specify type and level)
 Date Program was Initiated: N/A OHE#: N/A
 Modality of Program: x On ground Online Combined
 If "Combined", % of fully online courses?
 Locality of Program: **X** On Campus Off Campus
 Both

Original Program Credit Distribution

Credits in General Education: 0
 # Credits in Program Core Courses: 14
 # Credits of Electives in the Field: 3-4
 # Credits of Free Electives: 0
 # Cr Special Requirements (include internship, etc.):
Total # Cr in the Program (sum of all #Cr above): 17-18
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **17-18**

Modified Program Characteristics

Name of Program: Biological Anthropology Minor
 Degree: Title of Award (e.g. Master of Arts) Minor
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2020
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 17-18
 Other:

Modified Program Credit Distribution

Credits in General Education: 0
 # Credits in Program Core Courses: 10
 # Credits of Electives in the Field: 7-8
 # Credits of Free Electives: 0
 # Cr Special Requirements (include internship, etc.): 0
Total # Cr in the Program (sum of all #Cr above): 18
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **17-18**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

Although the number of total credits in the minor will remain the same, we are reducing the required credits from 14 to 10 credits and increasing the elective credits from 3-4 to 7-8 credits. These changes are meant to allow students to have more flexibility in choosing existing courses to fulfill the minor.

Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)

None. The additional courses are already offered at CCSU.

Institutional Contact for this Proposal: Thomas Rein, Program Coordinator Phone: 860-832-2614 Email: rein@ccsu.edu
 Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences. CCSU main campus.

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			10	Other Related/Special Requirements		
ANTH 160: Intro to Biological Anthropology			3			
ANTH 161: Intro to Biological Anthropology Lab			1			
ANTH 335: Theories of Human Evolution and Behavior -OR- ANTH 365: The Anthropology of Human Differences			3			
ANTH 373: Methods in Biological Anthropology			4			
Core Course Prerequisites				Elective Courses in the Field		
				Minor-related electives		7-8
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) n/a						

Changes are reflected in **bold**. Deletions are ~~struck through~~.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 8, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP Code N/A Name of Program: East Asian Studies Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: East Asian Studies Degree: Title of Award (e.g. Master of Arts) Minor Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Adding an elective option consistent with program curriculum. Students appreciate variety and flexibility.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. The additional course is already offered in the Philosophy Department.	
Institutional Contact for this Proposal: Mathew Foust Title: Department Chair, International Studies Tel.: 860-832-2824 e- mail: foust@ccsu.edu. Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences, Main Campus.	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225 The World as a Total System			3			
Core Course Prerequisites				Elective Courses in the Field		
						15
				PHIL 375 Japanese Philosophy		3
				(There are 15 other courses that also serve as electives.)		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <div style="margin-left: 20px;">1. n/a</div>						

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 8, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP Code N/A Name of Program: European Studies Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: European Studies Degree: Title of Award (e.g. Master of Arts) Minor Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Added elective options are consistent with program curriculum. Increased elective options add variety and flexibility.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. The additional courses are already offered in various departments at CCSU.	
Institutional Contact for this Proposal: Mathew Foust Title: Department Chair, International Studies Tel.: 860-832-2824 e- mail: foust@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences, Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225 The World as a Total System			3			
Core Course Prerequisites				Elective Courses in the Field		
				HIST 442 Absolutism and Enlightenment in Europe		3
				HIST 443 Revolution and Reformation in Europe		3
				(There are 32 other courses that could also serve as electives.)		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) n/a						

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University Date of Submission to CSCU Office of the Provost: January 8, 2021	
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. N/A Title of CIP N/A Name of Program: Global Studies Degree: Title of Award (e.g. Master of Arts) Minor Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: N/A Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
Modified Program Characteristics Name of Program: Global Studies Degree: Title of Award (e.g. Master of Arts) Minor Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 18 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Added elective options are consistent with academic curriculum. Increased elective options add variety and flexibility. Removal of HIST 395 from Governance, Security and Human Rights theme is sensible, as this is a Topics course and the content is not always pertinent.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. The additional courses are already offered in various departments at CCSU.	
Institutional Contact for this Proposal: Mathew Foust: Title: Department Chair, International Studies Tel.: 860-832-2824 e- mail: foust@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences, Main Campus.	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225: The World as a Total System			3			
Core Course Prerequisites				Elective Courses in the Field		
				15		
				ENG 214: Studies in International Literature		
				3		
				MUS 111: Music of the World's People		
				3		
				JRN 370: Global News in Context		
				3		
				HIST 395: Topics in History		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> n/a						

Additional courses are reflected in **bold**.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University Date of Submission to CSCU Office of the Provost: January 8, 2021

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

Original Program Characteristics

CIP Code No. 30.2001 Title of CIP Code International Studies
 Name of Program: International Studies
 Degree: Title of Award (e.g. Master of Arts) **BA**
 Stand-Alone Certificate: (specify type and level)
 Date Program was Initiated: 6/15/1994 OHE#: 02693
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 44-46
 # Credits in Program Core Courses: 18
 # Credits of Electives in the Field: 21
 # Credits of Free Electives: 14-19
 # Cr Special Requirements (include internship, etc.): 18-21 (minor required)
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: International Studies
 Degree: Title of Award (e.g. Master of Arts) **BA**
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2021
 Modality of Program: x On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
 Other:

Modified Program Credit Distribution

Credits in General Education: 44-46
 # Credits in Program Core Courses: 18
 # Credits of Electives in the Field: 21
 # Credits of Free Electives: 14-19
 # Cr Special Requirements (include internship, etc.): 18-21 (minor required)
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

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

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

Rationale for Modification

Added electives are consistent with program curriculum. Deletion of HIST 395 as an elective in the "Governance, Security and Human Rights is sensible given the variable content of the course. Increased elective options provide variety and flexibility.

Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. The additional courses are already offered in various programs and minors at CCSU.

Institutional Contact for this Proposal: Mathew Foust Title: Department Chair Tel.: 860-832-2824 e- mail: foust@ccsu.edu

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

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			18	Other Related/Special Requirements		
IS 225: The World as a Total System 1	1,3		3			
6 credits from IS 150: Introduction to International Studies -OR- GEOG: 120 World Regional Geography -OR- HIST 122: World Civilization II -OR- PS 104: The World's Political Systems	1,3		6			
IS 400: Practicing International Studies	1-3		3			
IS 360/HUM 360: International Studies Through Travel -OR- IS 450: Internship in International Studies -OR- IS 490: Field Study Abroad	1-3		3			
IS 498: Research in International Studies -OR- IS 499: International Studies Senior Project	1-3		3			
Core Course Prerequisites				Elective Courses in the Field		21
				Area Studies-East Asia		
				PHIL 375: Japanese Philosophy		3
				Area Studies-Europe		
				HIST 442: Absolutism and Enlightenment in Europe		3
				HIST 443: Revolution and Reformation in Europe		3
				Area Studies-Middle East		
				PS 370: Arab Uprising		3
				Area Studies-Global Studies		
				ENG 214: Studies in International Literature		3
				MUS 111: Music of the World's People		3
				JRN 370: Global News in Context		3
				History 395: Topics in History		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> Describe histories, institutions, values, and norms of various cultures Apply theories in international studies to interpret current global issues Analyze issues from the perspectives of other cultural traditions. Defend views on international cultures or issues with clear and well-reasoned arguments. 						

Changes are reflected in **bold**. Deletions are ~~struck through~~.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University **Date of Submission to CSCU Office of the Provost:** January 8, 2021

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

Original Program Characteristics

CIP Code 52.0201 No Title of CIP Management
 Name of Program: Management
 Degree: Title of Award (e.g. Master of Arts)
 Stand-Alone Certificate: (specify type and level) **BS**
 Date Program was Initiated: 01/01/1976 OHE#: 00037
 Modality of Program: x On ground Online Combined
 If "Combined", % of fully online courses?
 Locality of Program: **X** On Campus Off Campus
 Both

Original Program Credit Distribution

Credits in General Education: 47-51
 # Credits in Program Core Courses: 39
 # Credits of Electives in the Field: 18
 # Credits of Free Electives: 12-16
 # Cr Special Requirements (include internship, etc.):
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120

Modified Program Characteristics

Name of Program: Management
 Degree: Title of Award (e.g. Master of Arts) BS
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2021
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
 Other:

Modified Program Credit Distribution

Credits in General Education: 47-51
 # Credits in Program Core Courses: 39
 # Credits of Electives in the Field: 18
 # Credits of Free Electives: 12-16
 # Cr Special Requirements (include internship, etc.): 0
Total # Cr in the Program (sum of all #Cr above): 120
 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

To serve students better and help accreditation reporting, this proposal separates an elective course (MGT 497 – Internship/Independent Study) into two courses: MGT 497 – Internship, MGT 499 – Independent Study. These courses are added as general electives within the Management major.

Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)

None.

Institutional Contact for this Proposal: Gregory Berry Phone 860-832-3266 email berrygrr@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business. CCSU main campus.

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
General Management Core Courses			12	Other Related/Special Requirements		
MGT 326: Business Organizational Behavior	1, 2		3			
MGT 345: Organizational Analysis & Change Management	1, 3		3			
MGT 348: Management Systems	1, 3		3			
MGT 333: Operations Management	2, 3		3			
Please note course in red is the proposed program change						
Core Course Prerequisites				Elective Courses in the Field		18
				MGT 497: Internship in Management	1, 2	1-3
				MGT 499: Independent Study in Management	1, 3	1-3
				(There are 15 other courses that serve as electives.)		
Total Other Credits Required to Issue Modified Credential						

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

1. *Identify and examine major theories in management and their use in organizational contexts.*
2. *Identify functions and processes within an organization.*
3. *Analyze the relationships and dynamics among organizations.*

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. Title of CIP Code Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) Associate Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: Modality of Program: On ground Online XX Combined If "Combined", % of fully online courses? 90% Locality of Program: On Campus Off Campus X Both	Original Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 6 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100%
Modified Program Characteristics Name of Program: Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60/61 Other:	Modified Program Credit Distribution # Credits in General Education: 21/22 # Credits in Program Core Courses: 36 # Credits of Electives in the Field: # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 60/61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100%
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification <p>Curriculum alignment for the one college. Offer completely online HIM Associate. At NCCC, we offer a certificate in Billing and Coding Specialist and an Associates in Health Information Management (HIM). Our certificate prepares students to be Medical Billers and our AS prepares students to be Practice Managers and Coding Professionals. Our programs are career programs designed to meet the jobs that are in need within our area hospitals (Hartford Healthcare, Charlotte Hungerford Hospital, and Sharon Hospital). Many of these jobs can also be done from home which is a particular focus where a person can live in our rural area and work from anywhere (especially after COVID where we see more telework jobs).</p> <p>During curriculum alignment it was noted that we needed to differentiate our programs from the AHIMA/CAHIIM accredited program, Health Information Technician offered by MxCC. The focus for MxCC is for student who are preparing for a bachelor's degree.</p>	

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Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No change or increase

Institutional Contact for this Proposal:

Title:

Tel.:

e- mail:

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

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HIM 102	13	Eligible ENG101W	3	CSA 105	1	3
HIM 201	123	HIM 102	3	BBG 101	1	3
HIM 203	12	MED 125	3			
HIM 205	123	MED 125, MED 112	3			
HIM 210	123	MED 205	3			
HIM 211	123	MED 210	3			
MED 250	2	HIM 203	3			
MED 216	1	CSA 105, MED 112	3			
MED 125	123	Eligible ENG101W	3			
MED 112	123	Eligible ENG101W	3			
Core Course Prerequisites				Elective Courses in the Field		
				Directed elective	123	3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Apply database information to electronic medical records, compliance regulations, human resources, health information, and general business processes to improve documentation for managing the revenue cycle 2. Audit outpatient documentation for accuracy to support ICD, CPT and HCPCS coding, quality measures, and clinical requirements. 3. Describe healthcare delivery systems and services regulatory requirements for billing and coding compliance 						

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. Title of CIP Code Name of Program: Health Information and Reimbursement Specialist Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) X Date Program was Initiated: OHE#: Modality of Program: On ground Online XX Combined If "Combined", % of fully online courses? 90% Locality of Program: On Campus Off Campus X Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 30 # Credits of Electives in the Field: # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100%
Modified Program Characteristics Name of Program: Medical Billing and Coding Specialist Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) X Program Initiation Date: Modality of Program: On ground X Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 24 Other:	Modified Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 24 # Credits of Electives in the Field: # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100%
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
<p>Rationale for Modification Curriculum alignment for the one college. Offer completely online Billing and coding certificate. At NCCC, we offer a certificate in Billing and Coding Specialist and an Associates in Health Information Management (HIM). Our certificate prepares students to be Medical Billers and Coders eligible to sit for national certifications in billing and coding. Many of these jobs can also be done from home which is a particular focus where a person can live in our rural area and work from anywhere (especially after COVID where we see more telework jobs).</p> <p>All the certificate credits may be applied to the Associate Degree in Health Information Management</p> <p>During curriculum alignment it was noted that we needed to differentiate our programs from the AHIMA/CAHIIM accredited program, Health Information Technician offered by MxCC. The focus for MxCC is for student who are preparing for a bachelor's degree.</p>	

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PROGRAM MODIFICATION

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No change or increase

Institutional Contact for this Proposal:

Title:

Tel.:

e- mail:

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

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HIM 102	13	Eligible ENG101W	3			
HIM 201	123	HIM 102	3			
HIM 203	123	MED 125	3			
HIM 205	3	MED 125, MED 112	3			
HIM 210	3	MED 205	3			
MED 216	2	MED 112	3			
MED 125	123	Eligible ENG101W	3			
MED 112	13	Eligible ENG101W	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <ol style="list-style-type: none"> 1. Summarize principles related to healthcare privacy, confidentiality, legal and ethical issues. 2. Use current Electronic Medical Record (EMR) software to manage provider reimbursement and patient health information. 3. Prepare revenue cycle documents by utilizing ICD-10-CM, CPT, HCPCS II reference material. 						

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1.27.21
Characteristics of Below-Threshold Offering Name of Offering: MS Exercise Science- Clinical Exercise Physiology concentration Type of Offering (e.g. Grad Certificate) Concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 19.4% Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 22 # Credits of Electives in Field: 3 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 6-9 Total # Credits the Institution Requires to Award the Credential 31-34
CIP Code No. 31.0505 Title of CIP Code Exercise Science and Kinesiology	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The proposed Clinical Exercise Physiology (CEP) concentration, within the MS degree program in Exercise Science, will help prepare graduates for a career as a Clinical Exercise Physiologist. The US Bureau of Labor Statistics predicts that exercise physiologists will see an 11% job growth from 2019-2029 (US Bureau of Labor Statistics). The projected job growth is much faster than average as demand is expected to rise as more healthcare providers emphasize exercise and preventative care to help patients mitigate and manage chronic disease. The majority of clinical exercise physiologist positions require a Master's degree in Exercise Science and experience working with clinical populations (e.g. cardiovascular disease, diabetes, cancer). Increasingly, certification as an ACSM Clinical Exercise Physiologist (ACSM-CEP) is necessary for employment. Employers will often give a 6-month window to obtain the certification, which requires a Master's Degree and 600 hours of clinical experience in order to sit for the certification. The proposed concentration, within the MS degree program in Exercise Science program, is designed to meet the KSA's for the ACSM-CEP and help students begin to accrue the hours required to sit for the ACSM-CEP through the 3-credit independent study. This will place our students at a distinct advantage when applying for positions since they will be able to sit for the ACSM-CEP upon completion of the degree program.</p> <p><u>Learning objectives</u></p> <ol style="list-style-type: none"> 1. Demonstrate competence in reviewing patient's medical records and interviewing patient for medical history for information specific to their visit, assessing resting vital signs and symptoms. Assessment methods to include: written examinations, practical skill assessment, case study analysis in the following courses: HMS 571, HMS 574, HMS 589, HMS 578 2. Demonstrate the ability to administer and evaluate a variety of exercise tests including: maximal aerobic exercise, submaximal aerobic exercise, muscular strength and endurance, flexibility, body composition, and functional and 	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

- i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
- iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
- iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

balance tests. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 500, HMS 571, HMS 574, HMS 589, HMS 552, HMS 558

3. Demonstrate the ability to analyze, evaluate, and create an individualized exercise prescription for clinical populations that considers: patient history, goals, available data, level of supervision and monitoring needed, intensity, barriers, optimization of adherence, and regularly re-evaluates for program modification. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 571, HMS 574, HMS 589, HMS 578
4. Demonstrate the ability to create, adapt and instruct, and monitor/supervise an appropriate training plan to reduce health risks and maximize the development of cardiorespiratory fitness, strength, and flexibility. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 500, HMS 552, HMS 571, HMS 574, HMS 589, HMS 600, HMS 558
5. Demonstrate understanding and application strategies for behavior change, relapse prevention at the individual and group level. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 574, HMS 589, HMS 578, HMS 600
6. Demonstrate an understanding of program administration which includes: maintain patient records, program evaluation tools and reporting outcomes and create new strategies to improve program outcomes. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 574, HMS 589, HMS 578, HMS 600, HMS 599
7. Demonstrate an ability to read and interpret peer-reviewed research and apply relevant findings to clinical practice. HMS 554, HMS 589, HMS 552, HMS 571, HMS 574, HMS 578

Program Sequence

Core (22 credits)

HMS 500– Foundations in Exercise Physiology – 3 credits
HMS 552 – Biomechanics & Applied Kinesiology – 3 credits
HMS 558 – Advanced Exercise Physiology – 3 credits
HMS 571 – Laboratory Techniques in Exercise Testing & Prescription – 3 credits
HMS 574 – Cardiac Rehabilitation – 3 credits
HMS 578– Behavior Change in Health & Physical Activity – 3 credits
HMS 589 – Exercise Prescription for Diverse Populations– 3 credits
HMS 599 – Special Topics in Clinical Exercise Physiology– 1 credit

Electives (3 credits)

HMS 555 –Obesity Prevention & Treatment – 3 credits
HMS 570 –Exercise and Aging – 3 credits
HMS 583 –Advanced Exercise Physiology II – 3 credits
HMS 594– Exercise Oncology– 3 credits

Research Requirement (3 credits)

HMS 554 - Research Methods - 3 credits

Capstone (3-9 credits)

Thesis Track: PCH 515 – Biostatistics– 3 credits, HMS 590 Thesis Seminar- 3 credits, and HMS 591 - Thesis Completion - 3 credits, or

Exam Track: HMS 600 Independent Study- 3 credits and Comprehensive Exam

Southern Connecticut State University

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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

The proposed concentration in Clinical Exercise Physiology will make use of the existing faculty and resources in the Department of Health & Movement Sciences. No additional resources are needed to make the proposed concentration a reality. Further, there is a great degree of overlap in coursework between the other concentrations in the MS Exercise Science degree program. Thus, we anticipate this concentration will help bolster our overall enrollment in the MS Exercise Science degree program and associated classes.

Institutional Contact for this Proposal: Trudy Milburn

Title: Associated VP
for Academic Affairs

Tel.: 203-392-5761 e-mail:
milburnt1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and **Location** *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University, main campus.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
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.)*

- 8.
- 9.
- 10.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1.27.21
Characteristics of Below-Threshold Offering Name of Offering: M.S. Exercise Science- Human Performance concentration Type of Offering (e.g. Grad Certificate) Concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 10% Locality of Program: x On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 18 # Credits of Electives in Field: 0-6 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 6-12 Total # Credits the Institution Requires to Award the Credential 30
CIP Code No. 31.0505 Title of CIP Code Exercise Science and Kinesiology	
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) <p>The proposed revisions to the existing Human Performance (HP) concentration, within the MS degree program in Exercise Science, will help prepare graduates for a diversity of careers within the field of Exercise Science. Furthermore, the proposed revisions are necessary to meet the program guidelines for continuation of accreditation of Applied Exercise Physiology by The Commission on Accreditation of Allied Health Education Programs (CAAHEP), which was originally obtained in 2017. The US Bureau of Labor Statistics predicts that exercise physiologists will see an 11% increase in job growth and fitness trainers a 15% increase in job growth from 2019-2029 (US Bureau of Labor Statistics). The projected job growth is much faster than average as demand is expected to rise as more healthcare providers emphasize exercise and preventative care to help patients mitigate and manage chronic disease. The proposed revisions to the Human Performance concentration, within the MS degree program in Exercise Science program, are designed to prepare students for diverse employment opportunities within the field of exercise science. Specifically, the proposed revisions include more coursework in exercise testing and prescription for a variety of clinical populations, which was not previously in the curriculum. This will expand the scope of opportunities available to graduates of this program by completing a graduate degree program that prepares them to work with everything from athletes to clinical populations. Further, ACSM will soon require applicants for its advanced certifications to complete a degree from a CAAHEP accredited program. This will place our students at a distinct advantage when applying for advanced ACSM certifications and employment since they will meet the requirements to sit for the certifications.</p> <p><u>Learning objectives</u></p> <ol style="list-style-type: none"> 1. Demonstrate competence in reviewing client/patient's medical records and interviewing patient for medical history for information specific to their visit, assessing resting vital signs and symptoms. Assessment methods to include: written examinations, practical skill assessment, case study analysis in the following courses: HMS 571, HMS 574, HMS 589 	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

2. Demonstrate the ability to administer and evaluate a variety of exercise tests including: maximal aerobic exercise, submaximal aerobic exercise, muscular strength and endurance, flexibility, body composition, and functional and balance tests. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 552, HMS 558, HMS 565, HMS 571, HMS 574, HMS 589,
3. Demonstrate the ability to analyze, evaluate, and create an individualized exercise prescription for a variety of populations that considers: client history, goals, available data, level of supervision and monitoring needed, intensity, barriers, optimization of adherence, and regularly re-evaluates for program modification. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 565, HMS 571, HMS 574, HMS 589
4. Demonstrate the ability to create, adapt and instruct, and monitor/supervise an appropriate training plan to reduce health risks and maximize the development of cardiorespiratory fitness, strength, and flexibility. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 552, HMS 558, HMS 565, HMS 571, HMS 574, HMS 589, HMS 595
5. Demonstrate understanding and application strategies for behavior change at the individual and group level. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 574, HMS 589, HMS 595
6. Demonstrate an understanding of exercise program administration which includes: maintain patient/client records, program evaluation tools and reporting outcomes and create new strategies to improve program outcomes. Assessment methods to include written examinations, practical skill assessment, case study analysis, and peer-reviewed journal reviews. HMS 565, HMS 574, HMS 589, HMS 595
7. Demonstrate an ability to read and interpret peer-reviewed research and apply relevant findings to practice. HMS 554, HMS 589, HMS 552, HMS 571, HMS 574, HMS 565

Program Sequence

Core (18 credits)

HMS 552 – Biomechanics & Applied Kinesiology – 3 credits
HMS 558 – Advanced Exercise Physiology – 3 credits
HMS 565 – Advanced Strength & Conditioning – 3 credits
HMS 571 – Laboratory Techniques in Exercise Testing & Prescription – 3 credits
HMS 574 – Cardiac Rehabilitation – 3 credits
HMS 589 – Exercise Prescription for Diverse Populations– 3 credits

Electives (0-6 credits)

HMS 553 –Psychology of Sport – 3 credits
HMS 555 –Obesity Prevention & Treatment – 3 credits
HMS 570 –Exercise and Aging – 3 credits
HMS 578 –Behavior Change in Health & Physical Activity – 3 credits
HMS 583 –Advanced Exercise Physiology II – 3 credits
HMS 594– Exercise Oncology– 3 credits

Research Requirement (3 credits)

HMS 554 - Research Methods - 3 credits

Capstone (3-9 credits)

Thesis Track: PCH 515 – Biostatistics– 3 credits, HMS 590 Thesis Seminar- 3 credits, and HMS 591 - Thesis Completion - 3 credits, or

Exam Track: HMS 595 Internship in Health & Movement Sciences 3 credits and Comprehensive Exam

Southern Connecticut State University

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

The revisions to the concentration in Human Performance will make use of the existing faculty and resources in the Department of Health & Movement Sciences. No additional resources are needed to make the proposed revisions to the concentration a reality. Further, there is a great degree of overlap in coursework between the other concentrations in the MS Exercise Science degree program. Thus, we anticipate this concentration will help bolster our overall enrollment in the MS Exercise Science degree program and associated classes.

Institutional Contact for this Proposal: Trudy Milburn

Title: Associate VP for
Academic Affairs

Tel.: 203-392-5761 e-mail:
milburnt1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and **Location** *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University, main campus.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
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.)*

- 8.
- 9.
- 10.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1.27.21
Characteristics of Below-Threshold Offering Name of Offering: M.S. Exercise Science- Sport Psychology concentration Type of Offering (e.g. Grad Certificate) Concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Spring 2023 Modality of Program: On ground Online x Combined If "Combined", % of fully online courses? 30% Locality of Program: x On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 21 # Credits of Electives in Field: 3 # Credits of Electives: 3-6 # Credits Special Requirements (e.g. internship): 3-9 Total # Credits the Institution Requires to Award the Credential 33-36
CIP Code No. 31.0505 Title of CIP Code Exercise Science and Kinesiology	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The mission of the M.S. in Exercise Science – Sports Psychology concentration is to offer students an interdisciplinary program of study in Exercise Science, Counseling & School Psychology, and Psychology that will encompass the knowledge areas to become a certified mental performance consultant (CMPC). The proposed revisions to the sports psychology concentration are to meet the KSA's for the Certified Mental Performance Consultant® (CMPC®) certification exam.</p> <p>Certification as a Certified Mental Performance Consultant® (CMPC®) demonstrates to clients, employers, colleagues, and the public at large that a certified individual has met the highest standards of professional practice, including completing a combination of educational and work requirements, successfully passing a certification exam, agreeing to adhere to ethical principles and standards, and committing to ongoing professional development. These individuals have obtained objective validation of their expertise in helping clients develop and use mental, life, and self-regulatory skills to optimize performance, involvement, enjoyment, and/or personal development in sport or other domains (e.g., performing arts, military) (Association of Applied Sports Psychology Handbook, 2018).</p> <p><u>Learning objectives</u></p> <p>1. Sport Psychology (HMS 553 Sport Psychology)</p> <p> Studies in this area provide an understanding of the theory, research, and practice of sport psychology. Content of coursework/educational experiences in this area includes, but is not limited to, the following:</p>	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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- Theoretical foundations of the psychological processes that influence human performance in athletic settings.
- Empirical survey of the psychological factors related to performance and participation in sport and exercise settings.
- Psychological techniques and strategies to enhance performance in sport and other domains (performing arts, military, business)
- Psychological theories and applied considerations related to injury in sport, team dynamics, youth sport, and athletic coaching.

2. Sport Science (HMS 500 Foundations in Exercise Physiology & HMS 568 Motor Learning)

Studies in this area provide an understanding of the physiological, biomechanical, motor, sociocultural, and philosophical bases of behavior in sport. This does not include coursework in sport psychology, exercise psychology, or social psychology in sport. Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Physiological principles relevant to the effect of exercise on human functioning and performance
- Motor control processes and mechanisms underlying the learning and performance of motor skills

3. Psychopathology (Prerequisite to program PSY 321 Abnormal Psychology)

Studies in this area provide an understanding of abnormal human behavior. Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Theories of psychopathology and etiology of mental disorders
- Assessment of psychopathology
- Diagnosis of abnormal human behavior
- Counseling strategies for ameliorating psychopathology

4. Helping Relationships (CSP 569 Theories of Counseling and CSP 550 Counseling Skills and Techniques)

Studies in this area provide an understanding of helping and consulting processes. Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Counseling and consultation theories
- Basic listening, interviewing, assessment, and counseling/consulting skills.
- Helper and client characteristics and behaviors that influence professional helping relationships
- Supervised practical in counseling

5. Research Methods & Statistics – HMS 554 Research Methods/HMS 595 Internship in Health & Movement Science

Studies in this area provide an understanding of research methodology and statistical analysis. Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Basic types of research methods and design
- Issues related to tests and measurement (e.g. reliability, validity)
- Descriptive techniques, inferential statistics, and parametric procedures
- Ethical application of research methods and analyses

6. Psychological Foundations of Behavior (HMS 578 Behavior Change in Health & Physical Activity and PSY 557 Behavior Modification and Therapy)

Studies in this area provide an understanding of the biological, cognitive, affective, social, and

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

individual difference bases of behavior. This does not include coursework that focuses on sport-specific principles (e.g., exercise physiology, motivation in sport, sociology of sport, sport psychology, social psychology of sport). Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, and psychopharmacology
- Theories of cognition and affect and an examination of how various aspects of thinking and feeling influence behavior
- Theories of personality, individual difference, and human lifespan development
- Concepts in positive psychology (mindfulness, flow, grit) and factors that enhance meaning and well-being

7. Diversity and Culture (CSP 578 Social and Cultural Diversity)

Studies in this area provide an understanding of diversity, multiculturalism, and cultural awareness. This does not include a single context, or population specific, diversity course (i.e., gender and sport, disability in sport). Content of coursework/educational experiences in this area includes, but is not limited to, the following:

- Culturally-competent approaches to counseling and consultation
- Intervention strategies for addressing needs of individuals from unique racial/ethnic backgrounds, religious affiliations, gender identity
- Dimensions of personal identity and individual differences that influence the professional helping relationship
- Conceptual frameworks for sociopolitical and cultural factors that impact human behavior

Program Sequence

Core (21 credits)

HMS 500 – Foundations in Exercise Physiology – 3 credits

HMS 553 – Psychology of Sport - 3 credits

HMS 568 – Motor Learning – 3 credits

HMS 578 – Behavior Change in Health & Physical Activity – 3 credits

CSP 569 Theories of Counseling – 3 credits

CSP 550 Counseling Skills and Techniques – 3 credits

CSP 578 Social and Cultural Diversity – 3 credits

Electives (3-6 credits)

CSP 572 Psychology of Career Development – 3 credits

PSY 557 Behavior Modification and Therapy – 3 credits

PSY 505 Contemporary Theories of Motivation – 3 credits

PSY 583 Comparative Physiological Psychology – 3 credits

SMT 516 Sport Ethics – 3 credits

Research Requirement (3 credits)

HMS 554 - Research Methods - 3 credits

Capstone (3-9 credits)

PCH 515 Biostatistics, HMS 590 Thesis Seminar- 3 credits, and HMS 591 - Thesis Completion - 3 credits, or
Exam Track: HMS 595 Internship in Health & Movement Sciences - 3 credits and Comprehensive Exam

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

The revised concentration in Sports Psychology will make use of the existing faculty and resources in the Department of Health & Movement Sciences, Counseling and School Psychology, Psychology, and Recreation, Tourism, and Sport Management. No additional resources are needed for the revised program. Further, there is some overlap in coursework between the other concentrations in the MS Exercise Science degree program. Thus, we anticipate this concentration will help bolster our overall enrollment in the MS Exercise Science degree program and associated classes.

Institutional Contact for this Proposal: Trudy Milburn

Title: Associate VP for
Academic Affairs

Tel.: 203-392-5761 e-mail:
milburnt1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and **Location** *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University, Main Campus

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

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

Other Details

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

- 1.
- 2.
- 3.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: School of Business, SCSU Characteristics of Below-Threshold Offering Name of Offering: Business Analytics Certificate Type of Offering: Graduate Certificate Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Modality of Program: X On ground X Online X Combined If "Combined", % of fully online courses? 50 Locality of Program: X On Campus Off Campus Both CIP Code No. 52.1301 Title of CIP Code Management Science, General.	Date of Submission to CSCU Office of the Provost: 1.27.21 Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): 2 Total # Credits the Institution Requires to Award the Credential 12
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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)

In a world driven by big data, the ability to perform detailed analysis to generate information for informed decisions is of high value. In this certificate program, participants will gain conceptual knowledge of existing tools in the field of business analytics. More critically, participants will develop skills to perform sophisticated analysis on all types of business data to generate useful information. Participants will develop skills to work on business problems using business data to identify patterns, ask relevant business questions, perform appropriate analysis, infer results and propose strategic solutions to business problems.

Anticipated benefits: The benefits of our certificate program are as follows: 1) we meet the significant demand for business analytics professionals in the region; 2) our graduate program stays competitive with respect to other business schools (*Several universities offer similar certifications, for example, Sacred Heart, University of California, Irvine, Cornell, Columbia, Penn State, Bryant, Ohio State, University of Indiana, Wharton*). 3) Increase in enrollment in MBA program- this certificate program has three courses that would be transferable to MBA program as a business analytics concentration. Specifically students who are less confident about doing full MBA can enroll in the certificate programs and later, if motivated, participants can directly transfer their certificate credits to MBA program, and take the remaining courses to earn an MBA with Business Analytics concentration. In essence, this program will help students design their academic journey; 4) we will generate additional revenue for the School and the University by offering the program in multiple formats- on-ground, online and hybrid. The three channels will help make the program accessible to participants who cannot take classes on

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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.

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campus; 5) the program will attract competent students with good quantitative skills creating a high quality learning environment for all our students; 6) our graduates will find well-paying jobs, which will improve our graduate programs' prestige.

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)*

Institutional Contact for this Proposal: Dr. Amit Singh

Title: Assistant
Professor of Marketing

Tel.: 203-392-5661 e-mail:
singha9@southernct.edu

Institution's Unit: *School of Business, SCSU and Location Main Campus Offering the Program:*

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
Visual Analytics for Business Data*	1		3			
Predictive Analytics for Business Data*	2		3			
Prescriptive Analytics for Business Data*	3		4			
Capstone: Data Hackathon for Business Data*	1,2,3		2			

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. Generating simple to read figures, graphs and visuals from business data for interpretation
2. Perform statistical analysis using different statistical tools on business data and infer relationship between input and outcome variables
3. Prescribe solutions and strategies using inference from data

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University Characteristics of Below-Threshold Offering Name of Offering: Human Resource Management Certificate Type of Offering (e.g. Grad Certificate) Grad Certificate Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : Spring 2022 Modality of Program: x On ground x Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Date of Submission to CSCU Office of the Provost: 1.27.21 Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 12
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CIP Code No. 52.1001 **Title of CIP Code** Human Resources Management/Personnel Administration, General.

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

The purpose of this proposal is to provide a graduate certificate in Human Resource Management. Positions in Human Resource Management (HRM) are experiencing increasing demand with a job outlook from 2019-2029 of 6% faster than average and Connecticut has the fourth highest location quotient for number of jobs available (1.70) according to the Occupational Outlook Handbook². In fact, many of our current and potential MBA students are either currently in HRM roles in their organizations or have expressed interest in pursuing HRM careers. However, upon examination, our current course offerings lack support for the full set of core HRM competencies³. Because of this gap, our graduate students are facing difficulties in either obtaining a formal HRM jobs or securing a fast track to becoming a Society for Human Resource Management Certified Professional Certification (SHRM-CP) for career advancement. According to SHRM, employers are more likely to hire HR candidates if they have an HR degree: 32% for entry level, 51% for mid-level, and 73% for senior level positions⁴. As such, this certificate will allow students to demonstrate competency in HRM skills and increase their likelihood of obtaining employment in HRM roles. We intend to pursue alignment with the SHRM curriculum guidebook, which will allow those students who pair this certificate with their MBA to sit for the SHRM-CP upon graduation.

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

No special resources would be needed. The program could be facilitated by current faculty. A possible additional HRM faculty line may be

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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.

² US Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1>)

³ HRM core contents include change management; compensation and benefit; employee and labor relations; employment law; globalization; HR career planning; performance management; recruitment and selection; training and development; etc. (https://www.shrm.org/certification/for-organizations/academic-alignment/Documents/2019%20Curriculum%20Guidebook%20Update_FNL.pdf)

⁴ SHRM Curriculum Guidebook (<https://www.shrm.org/certification/for-organizations/academic-alignment/Pages/SHRM-Human-Resource-Curriculum-Guidebook.aspx>)

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needed depending on demand for the certificate and related courses. All courses will also satisfy MBA student elective requirements at the same tuition rate. We are working with students and local professional chapters to develop a SHRM aligned student chapter and curriculum. Thus, we are confident that our current resource allocation and commitment is sufficient to sustain the certificate program, once launched.

Institutional Contact for this Proposal: Alison Wall

Title: Associate
Professor

Tel.: 7782 e-mail:
walla4@southernct.edu

Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Business, MBA Program, Management/IB Department

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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		
MBA 530 Advanced Employment Law	1, 2, 3		3			
MBA 532 Human Resource Management	1,2, 3		3			
MBA 533 Total Rewards Management	1, 2, 3		3			
MBA 535 Workforce Planning	1, 2, 3		3			
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

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

1. Demonstrate an understanding and ability to apply the major competency areas of Human Resource Management
2. Communicate the relationship of strong Human Resource Management Practices on organizational strategy and sustained competitive advantage.
3. Analyze and evaluate Human Resource Management practices for legal and ethical compliance.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: 12/10/2020
Most Recent NECHE Institutional Accreditation Action and Date: 2012	
Original Program Characteristics CIP Code No. 15.0613 Title of CIP Code CNC Machining Name of Program: Precision Manufacturing Certificate Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) Cert. Date Program was Initiated: OHE#: 018100 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 35 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 35 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 35
Modified Program Characteristics Name of Program: Precision Manufacturing Certificate Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) Cert Program Initiation Date: Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 35 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 32 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): 35 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 35
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification This course provides students with the opportunity to apply classroom theory in an actual work setting, in paid and unpaid supervised positions, related to their majors. Completion of approximately 15-20 hours per week of work (150 hours for unpaid placements, depending on major; 300 hours for paid placements) and participation in Cooperative Education Online are required. In addition to the work placement, students are required to attend and complete classroom work (online) to enhance their cooperative education work experiences.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)	
Institutional Contact for this Proposal: Tracy Ariel t Ariel@mcc.commnet.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM, Main Campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MFG 167 Conventional Machining	1		4			
MFG 120 Metrology	1		3			
MFG 169 Manufacturing Math II	1		3			
EGR 112 Blueprint reading	1		3			
CAD 220 Parametric Design	1		3			
MFG 239 GD&T	1		3			
MFG 244 CNC I	1		3			
MFG 205 CNC with Mastercam	1		3			
MFG 245 CNC II	1		4			
MFG 115 Safety in the Workplace	1		3			
MFG 114 Quality Control & Lean	1		3			
MFG 111 Material Processes I or /	1		3			
MFG 295 Cooperative Ed Work Experience	1,2,3					
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Develop a skill foundation essential to work effectively in the manufacturing industry. 2. Compile skills/concepts needed to obtain employment & advance in the student's chosen field. 3. Analyze traits, characteristics, and skills needed for effective leadership. 						

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College Date of Submission to CSCU Office of the Provost: 1/22/21

Most Recent NECHE Institutional Accreditation Action and Date: 2012

Original Program Characteristics

CIP Code No: 500411 Title of CIP Code: Game and Interactive Media Design.

Name of Program: Computer Game Design

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: OHE#: 016950

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 5%

Locality of Program: X on Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 24-25

Credits in Program Core Courses: 27

Credits of Electives in the Field: 9

Credits of Free Electives:

Cr Special Requirements (include internship, etc.):

Total # Cr in the Program (sum of all #Cr above): 60-61

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60-61**

Modified Program Characteristics

Name of Program: Computer Game Design

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

Certificate¹: (specify type and level)

Program Initiation Date:

Modality of Program: On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):

Other:

Modified Program Credit Distribution

Credits in General Education: 24-25

Credits in Program Core Courses: 33

Credits of Electives in the Field: 3

Credits of Free Electives:

Cr Special Requirements (include internship, etc.):

Total # Cr in the Program (sum of all #Cr above): 60-61

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **60-61**

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

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification Updated courses to best reflect industry standards and expectations as well as transfer opportunity to four year programs

Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)

Institutional Contact for this Proposal:

Title:

Tel.:

e- mail:

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

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
DGA 113 Drawing for Animation & games			3			
DGA 111 Introduction to Computer Graphics			3			
DGA 263 Animation Foundation		DGA 111	3			
DGA 271 3D Modeling 1		DGA 111	3			
DGA 220 Visual Storytelling		DGA 113	3			
DGA 275 Game Level Design		DGA 109	3			
DGA 224 Digital Painting		DGA 113	3			
DGA 272 Advanced 3D Concepts		DGA 271	3			
DGA 201 Worldbuilding		ENG 101	3			
DGA 296 Game Studio		Inst.Perm	3			
DGA 276 3D Animation & Rigging		DGA 263	3			
Core Course Prerequisites				Elective Courses in the Field		
DGA 109 Introduction to Games			3	DGA 267 2D Animation		
ENG 101 Composition			3	DGA 277 3D Game Level design		
				ART 111 Drawing 1		
				COM 166 Video Filmmaking		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Students will be able to create visually complex and dynamic interactive game worlds in both 2D and 3D 2. Students will be able to apply professional practices to asset creation for Digital and Analog games 3. Students will be able to create cohesive and comprehensive visual and written narrative for linear and non-linear time based entertainment media 						

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to CSCU Office of the Provost: 01/27/2021
Most Recent NECHE Institutional Accreditation Action and Date: March 2014	
Original Program Characteristics CIP Code No. 520101 Title of CIP Code Business Administration Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Associates in Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 04/09/1969 OHE#: 01707 Modality of Program: <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 100% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 31 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 6 # Credits of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61
Modified Program Characteristics Name of Program: Business Administration Degree: Title of Award (e.g. Master of Arts) Associates in Science Certificate ¹ : (specify type and level) Program Initiation Date: 04/09/1969 Modality of Program: <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 100% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61 Other: n/a	Modified Program Credit Distribution # Credits in General Education: 22 # Credits in Program Core Courses: 24 # Credits of Electives in the Field: 9 # Credits of Free Electives: 6 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 61
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification This modification is in response to the Curricular Alignment work done by the Business faculty. The modifications were done to align with the One College Business Administration A.S. degree. The shift to open and general business electives will accommodate College Careers Pathway courses, the new College Success Course, and allow current certificates in Entrepreneurship and Digital Marketing to be embedded within the degree. These modification were designed to improve graduation rates and flexibility for students.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None	
Institutional Contact for this Proposal: Susan Lugli Title: Professor & Program Coordinator for Business	

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Programs Tel.: 860.343.5840 e- mail: slugli@mxcc.edu

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

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ACC*113 Financial Accounting	1,5,6	Eligible for ENG101/MAT137	3	Gen Ed: ENG*101 Composition	6	3
ACC*117 Managerial Accounting	1,5,6	ACC*113 w/ C or higher	3	Gen Ed: Math 167 Principles of Statistics	6	3
BMG*202 Principles of Management	1,2	Eligible for ENG101	3	Gen Ed: Scientific Reasoning or Scientific Knowledge and Understanding* w Lab		4
BMK*201 Principles of Marketing	1,4,6	Eligible for ENG101	3	Gen Ed: Arts and Humanities		3
BBG*234 Legal Environment of Business or BBG*231 Business Law I	1,3	Eligible for ENG101	3	Gen Ed: Oral Communications	6	3
BFN*201 Principles of Finance	1,5,6	ACC*113 , ECN101, ECN102, MAT167 - (or concurrent)	3	Gen Ed: Continued Learning/Info Literacy	6	3
BMG*204 Managerial Communications	2,6	ENG101 or ENG101E	3	Gen Ed: Social/Behavioral Science: ECN*102 Microeconomics	1,6	3
ECN*101 Principles of Macroeconomics	1,6	Eligible for ENG101	3			
Core Course Prerequisites				Elective Courses in the Field		
				BBG*295 Cooperative Work Experience	1,2,3,4,5,6	3
				BBG*294 Business Internship	1,2,3,4,5,6	3
				BMG*210 Principles of Organizational Behavior	1,2	3
				BMG*220 Human Resource Management	1,2,6	3
				MAT*158 Functions Graphs & Matrices	6	3
				MAT*137 & MAT137E College Algebra	6	3
				MAT*186 Precalculus	6	3
				MAT*254 Calculus I	6	3
				ACC*125 Accounting Software applications	1,5,6	3
				BES*118 Small Business Management	1,2	3

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		BFN*110 Personal Finance	1,3	3
		BMG*240 Business Ethics	1,2	3
		BMK*216 Internet Marketing	1,4,6	3
		BBG*115 Business Software Applications	2,6	3
		BBG*101 Introduction to Business	1,2,6	3
Total Other Credits Required to Issue Modified Credential				

In addition to the General Education learning outcomes, upon successful completion of all program requirements, graduates will be able to:

1. Describe and appraise the economic, political, regulatory, legal, technological, ethical and social contexts of organizations in a global society
2. Define and evaluate principles, techniques and major functions of management and business organizations.
3. Understand the U.S. legal system and be able to apply the principles to the legal environment in which organizations conduct business.
4. Understand, apply and evaluate marketing fundamentals to make tactical decisions to execute business strategy.
5. Develop and interpret financial statements using accounting and finance principles to make evidence-based decisions.
6. Apply quantitative and technical skills to analyze problems, formulate and develop a solutions using appropriate technology, and effectively communicate results to stakeholders.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 27, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 52.2001 Title of CIP Code Construction Management Name of Program: Construction Management Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 5/15/2002 OHE#: 10186 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 43-48 # Credits in Program Core Courses: 59 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 18 Business Related Requirements <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Construction Management Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: 5/15/2002 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 43-48 # Credits in Program Core Courses: 59 # Credits of Electives in the Field: 0 # Credits of Free Electives: 3 # Cr Special Requirements (include internship, etc.): 15 Business Related Requirements <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Special requirement course (CET 113) removed because of redundancy in course work.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. Eliminating a course from the program.	
Institutional Contact for this Proposal: Jacob Kovel Title: Program Coordinator and Professor of Manufacturing and Construction Management Tel.: 860-832-0192 e- mail: kovelj@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: CCSU, Main Campus	

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CM 135 Construction Graphics/Take-Off	1,2	MATH103 or P.E.	3	AC 211 Intro-Financial Accounting		3
CM 145 CAD & BIM Tools for Constrctn	2		4	CET 113 Intro-Information Processing		3
CM 155 Construction Documents	1,4		3	LAW 250 Principles of Law		3
CM 235 Building Construction Systems	3		3	MGT 295 Intro-Mgt. & Org. Behavior		3
CM 245 Heavy/Hwy Construct. Systems	1,3		3	MKT 295 Intro to Marketing		3
CM 275 Intro to MEP Systems	3		3	MATH 125 Applied Calculus I		3
CM 325 Building Construct. Estimating	1,2,4	CM135 and CM235	3			
CM 335 Construction Safety	1		3			
CM 345 Heavy/Hwy Constr. Estimating	1,2,4	CM135 and CM245	3			
CM 353 Introduction to Surveying	3	MATH115	4			
CM 355 Construction Planning	1,2,4	CM325 or CM345	3			
CM 356 Materials of Construction	1,3	CM235 and MATH115	4			
CM 425 Applied Structural Systems	3	ET241 and CM356	3			
CM 435 Construction Superintendency	1	Senior Standing	3			
CM 455 Constr. Project Management	1,3	MGT295	3			
CM 465 Construction Internship	4	CM335 and Junior Standing	3			
CM 475 Constr. Business Principles	1	CM155 and AC211	3			
CM 485 CM Senior Lab	1,2,3,4		2			

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ET 241 Appld Statics/Strength of Mats	3	PHYS121	3			
Core Course Prerequisites				Elective Courses in the Field		
MATH115			3			
PHYS121			4			
Total Other Credits Required to Issue Modified Credential						

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

1. Students will have basic knowledge of, and be able to apply, the concepts of estimating, scheduling, superintendency and project management
2. Students will be able to apply computers and computer software to various construction management processes.
3. Students will be able to analyze construction materials, methods and equipment, and have basic knowledge of their application to the construction process.
4. Students will be able to communicate clearly and effectively.

Course being deleted is ~~struck through~~.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 27, 2019
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 13.1324 Title of CIP Code Dance Education Name of Program: Dance Ed w/Specialization in Teacher Certification Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Accredited: 10/19/2017 OHE#: 18177 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 41-42 # Credits in Program Core Courses: 41 # Credits of Electives in the Field: 0 # Credits of Free Electives: 3-4 # Cr Special Requirements (include internship, etc.): 34 (Specialization in Teacher Certification) <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Dance Education w Specialization in Teacher Certification Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 41-42 # Credits in Program Core Courses: 41 # Credits of Electives in the Field: 0 # Credits of Free Electives: 3-4 # Cr Special Requirements (include internship, etc.): 34 <u>Total # Cr in the Program (sum of all #Cr above):</u> 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Student teaching courses in Physical Education were replaced with student teaching courses in Dance Education to meet the student teaching mandate for obtaining a CT certification in dance education.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. Courses are already offered through the school of education.	
Institutional Contact for this Proposal: Kimberly Kostelis Title: Dean, School of Education and Professional Studies Tel.: 860-832- 2101 e- mail: kimberly.kostelis@ccsu.edu	

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Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education and Professional Studies. CCSU main campus

SECTION 2: Curriculum Details for a Program Modification

Course Number and Name	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Teacher Education Specialization Requirements		
DAN 110 Introduction to Dance Education			2	EDF 215 Education in a Multicultural Society		3
EXS 207 Anatomy and Physiology in Exercise Science I			3	EDTE 314 Applying Learning Theories in Diverse Settings (K-12 Programs)		3
EXS 216 Biomechanics			3	DAN 298 Psycho-Social Aspects of Dance Education		3
DAN 151 Beginning Modern Dance			2	PE 305 Assessments in Physical and Health Education		3
DAN 152 Beginning Ballet			2	DAN 300 Elementary Methods in Dance Education		3
DAN 157 Beginning Jazz Dance			1	PE 320 Motor Development		3
DAN 200 Dance Practicum			2	SPED 315 Introduction to Educating Learners with Exceptionalities		3
DAN 230 Afro-Caribbean Dance and Culture			2	EDT 315 Educational Technology in the Secondary School Classroom		1
DAN 252 Intermediate Ballet			2	EDSC 417 Student Teaching (Elementary P.E.)		6
DAN 257 Intermediate Jazz Dance			1	EDSC 419 Student Teaching (Secondary School P.E.)		6
DAN 299 Dance History			3	EDSC 436 Student Teaching (Elementary Dance Education)		6
DAN 377 Modern Dance and Theory			2	EDSC 437 (Secondary School Dance Education)		6
DAN 234 Ballroom Dance			1			
DAN 235 Movement for Performers			2			
DAN 236 Principles of Choreography			2			
DAN 272 Creative Dance in Education			2			
DAN 398 Contemporary Dance Technique			2			
DAN 477 Secondary Methods in Dance Education			3			
DAN 480 Project: Dance			1			
PE 416 Program Development in Physical Education, Dance Education and Health Education			3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

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

1. Elements and Skills: Students will identify and perform movement elements and dance skills.
2. Choreography: Students will understand choreographic principles, processes, and structures.
3. Meaning: Students will understand how dance creates and communicates meaning
4. Healthy Living: Students will analyze connections between dance and healthful living.
5. Connections: Students will make connections between dance, other disciplines and daily life.

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 27, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 45.0701 Title of CIP Code Geography Name of Program: Geography w Specialization Regional and Geography w Specialization in Tourism Degree: Title of Award (e.g. Master of Arts) BA Stand-Alone Certificate: (specify type and level) Date Program was Accredited: 01/01/1976 OHE#: 00105 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 38-40 # Credits in Program Core Courses: 6-12 # Credits of Electives in the Field: 33 # Credits of Free Electives: 20-25 # Cr Special Requirements (include 20-25 de internship, etc.): 18-21 (minor) Total # Cr in the Program (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
Modified Program Characteristics Name of Program: Geography w Specialization in Regional and Geography w Specialization Tourism Degree: Title of Award (e.g. Master of Arts) BA Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 38-40 # Credits in Program Core Courses: 6-12 # Credits of Electives in the Field: 33 # Credits of Free Electives: 20-25 # Cr Special Requirements (include internship, etc.): 20-25 Total # Cr in the Program (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Adding a course to a list of electives in two specializations.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None.	
Institutional Contact for this Proposal: Charles Button Title: Chair and Professor of Geography Tel.: 860-832-2788 e- mail: buttonche@ccsu	

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

SECTION 2: Curriculum Details for a Program Modification
(SPECIALIZATION IN TOURISM)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
GEOG 110 Introduction to Geography	1,2		3			
-OR-						
GEOG 120 World Regional Geography	1,2		3			
GEOG 130 Intro to GIS	3,4,5		3			
GEOG 430 Internship in Geography	7		3			
Core Course Prerequisites				Elective Courses in the Field		
				GEOG 477 Geographic Perspective on Israel/Palestine	3	3
				(There are 52 other courses that also serve as electives.)		
Total Other Credits Required to Issue Modified Credential						

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

1. Demonstrate knowledge of the basic concepts of physical and human geography and geographic techniques
2. Show an understanding of the unique nature of Geography as an academic discipline including familiarity with its history and major subfields.
3. Display competency in the graphic expression of spatial data (i.e. maps, photographs, graphs and database)
4. Apply Geographic theories, principles and data to solve spatial problems.
5. Understand and apply basic research skills, including the ability to (a) critically evaluate the research of others and (b) effectively design a research project on one's own.
6. Display competency in oral or written expression in regard to clarity, logical expression and effective argument.
7. Demonstrate knowledge and skills that are sufficient to allow one to pursue advanced study in Geography or find employment in a geography-related field.

Changes are reflected in **BOLD**.

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SECTION 2: Curriculum Details for a Program Modification <i>(SPECIALIZATION IN GENERAL/REGIONAL GEOGRAPHY)</i>						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
GEOG 110 Introduction to Geography	1,2					
-OR-						
GEOG 120 World Regional Geography	1,2					
GEOG 130 Intro to GIS	3,4,5					
Core Course Prerequisites				Elective Courses in the Field		
				GEOG 477 Geographic Perspective on Israel/Palestine	3	3
				(There are 52 other courses that also serve as electives.)		
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic concepts of physical and human geography and geographic techniques 2. Show an understanding of the unique nature of Geography as an academic discipline including familiarity with its history and major subfields. 3. Display competency in the graphic expression of spatial data (i.e, maps, photographs, graphs and database) 4. Apply Geographic theories, principles and data to solve spatial problems. 5. Understand and apply basic research skills, including the ability to (a) critically evaluate the research of others and (b) effectively design a research project on one's own. 6. Display competency in oral or written expression in regard to clarity, logical expression and effective argument. 7. Demonstrate knowledge and skills that are sufficient to allow one to pursue advanced study in Geography or find employment in a geography-related field. 						

Changes are reflected in **BOLD**.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: January 27, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 30.2001 Title of CIP Code International/Globalization Studies Name of Program: International Studies Degree: Title of Award (e.g. Master of Arts) MS Stand-Alone Certificate: (specify type and level) Date Program was Accredited: 6/15/1994 OHE#: 00035 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	Original Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 12-24 # Credits of Free Electives: 0-12 # Cr Special Requirements (include internship, etc.): 0-12 Language Requirement <u>Total # Cr in the Program (sum of all #Cr above):</u> 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
Modified Program Characteristics Name of Program: International Studies Degree: Title of Award (e.g. Master of Arts) MS Certificate ¹ : (specify type and level) Program Initiation Date: Fall 2021 Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 12-24 # Credits of Free Electives: 0-12 # Cr Special Requirements (include internship, etc.): 0-12 <u>Total # Cr in the Program (sum of all #Cr above):</u> 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Added elective options within geographical areas and global themes are consistent with the curriculum of this program. The increase of elective options gives students more variety and flexibility.	
Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) None. Courses are already offered in various departments.	
Institutional Contact for this Proposal: Paul Petterson Title: Program Coordinator and Professor of Political Science Tel.: 860-832-2969 e- mail: pettersomp@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 500 Advanced Practice in IS			3			
IS 570 Modern World Issues			3			
IS 595 Special Project in International Studies			3			
IS 598 Advanced Research in International Studies			3			
Core Course Prerequisites				Elective Courses in the Field		
				Geographical Areas		
				<i>East Asia</i>		
				HIST 422 Topics in Japanese History		3
				<i>Europe</i>		
				PS 435 Russia and Eastern Europe		3
				<i>Latin America</i>		
				ANTH 428 Cultures of Latin America		3
				Global Themes		
				<i>Communication and Diversity in the Global Context</i>		
				PSY 520 Global Psychology		3
				<i>Population, Mobility, and Development</i>		
				GEOG 470 Geography of Health and Disease		3
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. (List up to three of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> 1. Describe histories, institutions, values, and norms of various cultures. 2. Apply Theories in international studies to interpret current global issues. 3. Analyze issues from the perspectives of other cultural traditions. 4. Defend views on international cultures or issues with clear and well-reasoned arguments. 						

Additions are reflected in **BOLD**.