



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, April 9, 2021 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <https://youtu.be/dFBD-h0oLkw>

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 12, 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

Outside Attendees: Jeremy Martin and Paula Talley, The Dana Center at the University of Texas, Austin
Gretchen Schmidt, National Center for Inquiry and Improvement

Staff Present: Jane Gates, Alison Buckley, Greg DeSantis, Pam Heleen, Ken Klucznik, Tanya Millner, Pat Ryiz

Other Attendees: Shirley Adams (COSC), Sandra Bulmer (SCSU), David Dauwalder (CCSU), Marianne Fallon (CCSU), Teresa Foley (ACC), Jeffrey Kreeger (CCSU), Lee deLisle (SCSU), James MacGregor, Sharale Mathis (MxCC), Trudy Milburn (SCSU), Stacey Miller (CCSU), Brooke Palkie (COSC), Tony (George) Pepper (NCC), Fatma Salman (MCC), Zulma Toro (CCSU), John Tully (CCSU), Joanna White (MCC)

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

Chair Harris called on Dr. Ken Klucznik, Vice President for Academic Affairs, to introduce the first topic and the speakers. He noted that the proposed CSCU Alignment and Completion of Math and English (ACME) policy will be on the BOR Academic and Student Affairs Committee Agenda (BOR ASAC) for the April 9, 2021 Meeting for action and approval. The CSCU ACME initiative was managed by: Dr. Fran Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, Michael Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, Dr. Kim Sorrentino, Associate Professor, Diagnostic Medical Sonography, Gateway CC and Guided Pathways and Program Consolidation Manager, and Heidi Zenie, Professor of Exercise Science and Sports and Leisure Management, Three Rivers CC, and Guided Pathways Manager/Student Success Center College Liaison, System Office. The CSCU ACME Team worked

with colleagues across the system, including faculty and staff. They also worked in partnership with The Dana Center, an independent research center, at the University of Texas at Austin, and, The National Center for Inquiry and Improvement (NCII), both of which provided support and research-based recommendations for best practices.

This presentation by representatives of the Dana Center and NCII will provide an overview of the ACME national landscape, and not the specific CSCU ACME policy which will be presented to the BOR ASAC at the April 9, 2021 Meeting.

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

Mr. Martin, a Sr. Policy and Research Analyst at the Dana Center, worked with the CSCU ACME team in facilitating working groups and providing technical guidance. Mr. Martin and Ms. Talley, Manager, Professional Learning for Higher Education at the Dana Center, presented.

The key components of the policy are:

- i. Mathematics Pathways
- ii. Co-requisite Supports
- iii. Placement using Multiple Measures

Mathematics Pathways

The Dana Center supports Math Pathways in over 30 states and believes that mathematics is a tool for timely completion of degrees. Mr. Martin stated that there are clear equity implications to Developmental Math. It excludes students of color and/or students from low-income households. Current philosophy in non-Math Pathways systems is that every student needs college algebra or calculus. This is no longer the norm. College algebra or calculus is relevant for students in STEM programs, but not important for non-STEM students. Mr. Martin discussed relevant math programs for non-STEM areas of study. He noted that it would be important for CSCU to insure the transfer of non-algebra and calculus classes to BA/BA programs.

Co-requisite Supports

Mr. Martin discussed the movement from pre-requisites to co-requisite support mediation. In the current pre-requisite model, the longer it takes for students to complete developmental courses the less likely it will be that they will complete college-level courses. In a co-requisite model, students are more likely to get to college-level math courses and a larger percentage of students will pass them. Mr. Martin discussed trends from 2018-2019. At that time, 15 states required co-requisite supports and 19 states mandated multiple measures for placement. High School GPAs replaced standardized tests for placement.

Per Mr. Martin, ACME is not separate from the broader aspects in which the CSCU system is engaged.

b. Dr. Gretchen Schmidt, National Center for Inquiry & Improvement

Dr. Schmidt is a Senior Fellow for the National Center for Inquiry and Improvement (NCII). She stated that developmental education reform must be connected to a clear and coherent pathway to a credential for transfer to a bachelor's program or a job with a livable wage particularly for students of color and those from low-income households. She discussed her

slide, the Benefits of Momentum for Transfer. Data shows that students who complete the gateway Math and English courses in the first year get a credential at a 3 to 4 times higher rate than those students who don't. Structures/systems must be built so that all students can complete the gateway Math and English Courses within the first year. It is critical that this policy be connected to Guided Pathways, credential attainment and transfer.

Questions/comments from the Committee included:

- i. *Across the country, is funding available to support these initiatives?* Response: There is no adequate funding to support these initiatives. Retention of students is the enrollment driver not front-end enrollment. The key to success is more students taking more credit hours and going on to graduate.
- ii. *There is no choice. We must do this to get students through the first year and have them continue.* Response: The gatekeeper course with supports is the key to success. Students who pass the gatekeeper course(s), have a much higher likelihood of succeeding and persisting. The evidence is overwhelming. Developmental Education reform has a real potential to make meaningful differences to students for learning and opportunities for economic mobility.
- iii. *How many states have implemented the co-requisite model completely? Do you have graduation rate data on states that only have the co-requisite model in place?* Response: In states with the co-requisite model, students enter directly into college-level Math and English courses with no pre-requisites or required developmental courses. The map to which you are referring shows states that have state or system-level mandates on co-requisites. Individual institutions in other states, not represented on the map, have adopted the co-requisite model. The data is three years old. Many other states have adopted the co-requisite model since then. Large scale reforms have only happened in the last five years. There is not enough data yet on graduate rates in states that have adopted the co-requisite model; but we can provide more up-to-date data on states that have eliminated pre-requisites and required developmental courses. Chair Harris noted that we do have data in CT regarding completion rates on gateway Math and English courses vs. developmental courses. Students are more likely to graduate if they complete gateway Math and English courses vs. developmental courses in the first year.
- iv. *How can we provide the right supports to students in the co-requisite model?* Response: Mr. Martin, Ms. Talley, and Dr. Schmidt responded to this question. To implement a co-requisite model, you need a complete redesign of courses relative to how students learn and to provide access to supports early in the process. The co-requisite model is connected to Guided Pathways in which support systems are built into courses. There is a wide diversity of co-requisite models and evaluation of these models is in the early stages. The type of model that you pick doesn't matter. It matters that you **have** a model. Whatever model you pick, build in continuous improvement – implement, evaluate, refine, and repeat the process.
- v. *What measures do you use to identify the student support needed?* Response: Select measures that are easy to use and broadly applicable. High school GPA is the most predictive and valid measure to assess student readiness for college-level courses and what supports the students will need.

Chair Harris thanked the presenters and asked that any additional question be funneled through Dr. Klucznik to the presenters.

2. John Lewis Institute for Social Justice – Central CT State University

President Zulma Toro, Dr. Stacey Miller, Vice President for Equity and Inclusion, and Dr. John Tully, Interim Vice President for Student Affairs, presented. Chair Harris noted that this is not an action item. The Institute is already launched. President Toro noted that the creation of the Institute was motivated by students in Spring 2019 and was precipitated by several incidents across the CCSU campus and a series of national events. The students asked President Toro to take action to achieve social justice and she responded to the students' call to action. The Goals of the Institute are: Leadership Skills, Advocacy, and Public Service. President Toro described the Institute as a multidisciplinary, multi divisional, multifaceted student development program. She noted that this is not an academic program, no degree will be granted. The program will prepare students to be social justice advocates.

Dr. Miller discussed the student selection process and criteria for application to the Institute:

- a. Candidates will be first, second, and third year CCSU-matriculated students, full or part time, from any major.
- b. All students are welcome, including international students.
- c. A 2.5 GPA is required for application. Students need to be academically solid and be able to devote a significant amount of time to the program.
- d. Applicants are required to be engaged in activism, social change, and/or volunteerism.
- e. Students must submit an essay with their application detailing why they want to be in the program.
- f. One reference from a CCSU professor/staff member must be submitted with the application.

12-15 students will form a cohort and will be mentees and then mentors (in the 2nd year of their program). The application process begins on April 5 and closes on April 18. Students will be selected for the program by May 3.

Questions/recommendations from the Committee included:

- i. *What is the expense to run the Institute?* Response: The endowment for the program is \$250,000. The Department of Equity and Inclusion also has funding for non-academic programs.
- ii. *Will faculty involved in the Institute be credited or paid for their involvement? Does involvement in the Institute take time away from the faculty's academic commitment?* Response: There is no cost/additional expense for Dr. Miller's or Dr. Tully's involvement. Faculty participation is considered part of their service requirement.
- iii. *Will the Institute's programs be open to the community?* Response: Yes, but on a limited basis.
- iv. *Do students get credit for participating in the program?* Response: No, but there will be an annotated transcript/portfolio which will record students' non-credit activities.
- v. *The original name of the Institute included the word "Leadership". Why did you change it?* Response: The final name of the Institute came from the organizing committee. It was decided to focus on the broader aspects and effects of the Institute beyond CCSU. The program will concentrate on the individual students, but it will serve the University and the community.

Chair Harris thanked President Toro and her staff for the excellent presentation. She noted that the BOR has a Policy on Centers and Institutes and at a future Academic and Student Affairs Committee meeting the Committee will review and clarify the current policy.

3. Approval of Minutes

a. February 5, 2021

On a motion by N. Cohen and seconded by A. Budd, a vote was taken and the minutes from the February 5, 2021 BOR ASA Committee meeting were approved.

4. Consent Items

a. Discontinuations

- i. Introduction to Manufacturing (Level 1) – C2 Certificate – Three Rivers CC
- ii. Business Office Technology - AS – Tunxis CC
- iii. Business Office Technology – Medical Option - AS – Tunxis CC
- iv. Business Office Technology-Medical Option-Health Information Technology – C3 Certificate - Tunxis CC
- v. Business Office Technology- Office Applications – C2 Certificate – Tunxis CC
- vi. Business Skills – C2 Certificate – Middlesex CC

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

5. Action Items

a. Accreditation of a Licensed Program

i. Health Informatics- MS-Charter Oak State College

Chair Harris called for a motion to approve the continued accreditation of the Charter Oak State College Master of Science in Health Informatics for a period of seven semesters from initial accreditation. The motion was moved by A. Budd and seconded by N. Cohen.

Provost Shirley Adams and Dr. Brooke Palkie, Director of Health Sciences and Technology Dept, presented. The launch of the MS in Health Informatics, a 33-credit fully online program, was delayed for several reasons. Provost Adams noted that COSC was launching another program at the same time and wanted to get its financials in order before initiating the MS in Health Informatics. COSC wants to get the program nationally accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM); but, to do that, it must be accredited by the state. Also, once accredited by the state, veterans can apply to the program and receive financial aid. Dr. Palkie noted that COSC defined a pathway from the BS to the MS in Health Informatics. Students can take two graduate electives in their BS program that can be used toward the MS in Health Informatics program. This will provide an incentive for undergraduate students to remain at COSC for their graduate program.

Questions/Recommendations from the Committee included:

- a) *Do the six credits of graduate electives count towards both the undergraduate and graduate programs?* Response: Yes. We checked with NECHE on this. Students can take 6 graduate credits and apply those to the MS degree in Health Informatics.
- b) *Does the CAHIIM accreditation apply to the undergraduate program as well?* Response: Yes. The BS degree is CAHIIM accredited.
- c) *Is there a material economic benefit in taking the MS in Health Informatics degree or will the BS degree be sufficient?* Response: The American Health Information Management Association (AHIMA) recommends that the terminal degree is the MS degree. *Is there a salary increase between employees with a BS degree and an*

MS degree? Response: Yes. Employees make \$10,000 to \$20,000 more with a Master's Degree.

Chair Harris called for a vote to approve the motion for the continued accreditation of the Charter Oak State College MS in Health Informatics for a period of seven semesters from initial accreditation. A vote was taken and the vote was unanimous.

Chair Harris noted that Provost Adams is retiring on July 1, 2021. She thanked Provost Adams for her wonderful work over the years and for serving as an advisor to many committees on CSCU initiatives.

b. Modifications

- i. Social Service – AS – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
- ii. Social Service – C2 Certificate – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

Dr. Fatma Salman, Interim Dean of Academic and Student Affairs, and Dr. Joanna White, Assistant Professor and Program Coordinator, Social Science, Business, and Professional Careers, presented. Chair Harris noted that the AS and C2 Social Service Certificate will be discussed and acted upon together. Chair Harris noted that when a certificate is part of another degree program it's important to see the total package, including expenditures and revenues since they both have the same courses and there is no additional cost.

Chair Harris called for a motion to approve the modifications to the Manchester CC Social Service AS and C2 Certificate, including a name change to Human Services. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Klucznik noted that an Addendum to MCC Human Services Proposal was sent to the BOR ASA Committee for review yesterday and is included in these Minutes. The modifications to the MCC Social Service AS and C2 Certificate are being made to align the name of the course with courses at other community colleges, to comply with workforce needs, and to ensure that the AS program will transfer to the BS in Social Work degree at the CT State Universities.

Chair Harris called for a vote to approve the modifications to the Manchester CC Social Service AS and C2 Certificate, including a name change to Human Services. A vote was taken and the vote was unanimous.

- iii. Hospitality and Tourism – BS – Central CT State University [Change of Program Name]

Chair Harris called for a motion to approve the modification to the Central CT State University BS in Hospitality and Tourism, specifically a name change to Tourism and Hospitality Studies. The motion was moved by N. Cohen and seconded by A. Budd.

Provost David Dauwalder, Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources, and Dr. Jeffrey Kreeger, Assistant Professor of Geography, presented. The two reasons that CCSU is requesting a program name change is to increase consistency in the program name in the University catalogue and to reflect the program emphasis on Tourism. Regent Cohen asked if the course deals with CT tourism. Dr. Kreeger responded that an adjunct professor who teaches in the program is the Director of the CT Tourism Board. The course that the professor teaches is "Tourism in Southern New England".

Chair Harris called for a vote to approve the modification to the Central CT State University BS in Hospitality and Tourism, specifically a name change to Tourism and Hospitality Studies. A vote was taken and the vote was unanimous.

iv. Recreation and Leisure – MS – Southern CT State University [Change/addition of Modality]

Chair Harris called for a motion to approve the modifications to the Southern CT State University MS in Recreation and Leisure, specifically the change in instructional modality from on ground to hybrid and the addition of a fully online modality. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Trudy Milburn, Associate Vice President for Academic Affairs, and Dr. Sandra Bulmer, Dean of the College of Health and Human Services, presented.

Chair Harris called for a vote to approve the modifications to the Southern CT State University MS in Recreation and Leisure, specifically the change in instructional modality from on ground to hybrid and the addition of a fully online modality, and the vote was unanimous.

c. New Programs

i. Physical Activity and Chronic Disease – MS - Southern CT State University

Chair Harris called for a motion to approve the licensure of the Southern CT State University MS in Physical Activity and Chronic Disease and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by N. Cohen.

Dr. Milburn and Dean Bulmer presented. SCSU is seeking licensure and initial accreditation of a 33-credit MS in Physical Activity and Chronic Disease program. The goals of the proposed program are to promote physical activity, mitigate chronic disease, and promote health equity. Dean Bulmer noted that SCSU's College of Health and Human Services is poised for this new program which will expand well-paid opportunities for health professionals and meet workforce needs. Dean Bulmer noted that COVID-19 raised issues of chronic disease and systemic inequities in communities of color.

Dr. Bulmer enumerated the advantages of the proposed MS in Physical Activity and Chronic Disease:

- a) The online format is accessible to a diverse student body.
- b) 33 credits take less time, and the cost of the program is less financially burdensome.
- c) There are no prerequisites in the MS program.
- d) Only a handful of such programs exist in the U.S.

SCSU presented a conservative budget for the program. Enrollment estimates are 5FT and 10PT students each semester. Potential students will come from SCSU undergraduate programs in Health and Human Services. No tenured faculty will need to be hired. SCSU has \$5 Million in funding to support health promotion activities in New Haven.

Dr. Bulmer noted that there is an error in the budget (Page 4/83) in which the expenses exceed the revenues. The Pro Forma Budget on Page 11/90 is accurate.

Chair Harris called for a vote to approve the motion for the Southern CT State University MS in Physical Activity and Chronic Disease and the vote was unanimous.

ii. Tourism, Hospitality and Event Management – BS – Southern CT State University
Chair Harris called for a motion to approve the licensure of the Southern CT State University BS in Tourism, Hospitality and Event Management and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by N. Cohen.

Dr. Milburn, Dean Bulmer, and Dr. Lee deLisle, Professor and Coordinator of Tourism and Event Management, presented. SCSU is seeking licensure and initial accreditation for the proposed new BS in Tourism, Hospitality and Event Management (THEM). Dr. deLisle discussed three main areas of the proposed new program:

a) Process

There are 120 students enrolled in SCSU's Tourism, Hospitality and Event Management Concentration and 15 students enrolled in the Event Management Minor. However, students get their degree in Recreation and Leisure Studies which is not applicable to what they are studying. Community college students come to SCSU with a strong background in food service and preparation/handling, hotel and hospitality and they are seeking a BS degree in related areas of study.

b) Rationale

The name of the degree, Recreation and Leisure Studies, is not competitive in the job market or illustrative of what the students have studied. Creating the BS in THEM will increase visibility, enrollment, and revenue. SCSU's Advisory Board for this program area has strongly recommended that SCSU change the name of the program and make it a BS degree. Students in the new THEM degree program will focus on one of three specializations, Tourism, Hospitality or Event Management. SCSU is also working with 8 of 14 technical high schools to develop a pathway to SCSU for high school students.

c) Unique Characteristics

Students in the BS in THEM program will have two internships totaling 640 hours and various projects over their junior and senior years made up of real-life practical situations that they would encounter in the work world.

Dean Bulmer stated that the budget for the new THEM program is conservative. The enrollment is based on past experience, no new full-time faculty is required, and revenue is expected to exceed expenses.

Questions/Recommendations from the Committee included:

- 1) *SCSU already has a concentration in THEM. Why are you making it a BS degree? Is it a marketing issue or a substance issue? The average income \$35-\$54K is not high. Will students with the BS in THEM have a higher salary than with the degree in Recreation?* Response: We needed to expand the program. We are adding 6-7 new courses which will fall into one of the specializations – Tourism, Hospitality, and Event Management. Students with degrees in Recreation will command salaries in the high \$30 to mid \$40K range. Graduates can get additional certifications that will qualify them for higher salaries and supervisory positions.

- 2) *Do you track what happens career-wise to students after they graduate?*

Response: COVID affected the hospitality industry greatly and the job opportunities in the THEM industries dried up during the pandemic. The program went through the external accreditation process. With accreditation, SCSU will be required to report on job placement, and other data on an annual basis. The new BS in THEM will be the first program of its kind to be accredited in the US.

Chair Harris called for a vote to approve the motion for the Southern CT State University BS in Tourism, Hospitality and Event Management and the vote was unanimous.

d. Honorary Degrees

- i. Charter Oak State College
- ii. Housatonic Community College
- iii. Southern CT State University

Chair Harris called for a motion to approve the 2021 Honorary Degree nominations. The motion was moved by H. Howery and seconded by N. Cohen.

Chair Harris called for a vote to approve the 2021 Honorary Degree nominations and the vote was unanimous.

e. 2019-20 Academic Program Review Submittal

Chair Harris called for a motion to accept the 2019-2020 Academic Program Review Submittal. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Klucznik stated that academic programs require comprehensive review at least once every seven years. Institutions have to report results to the BOR. In 2020, submission was delayed due to the COVID pandemic. External visits were limited, and it was difficult for faculty to produce the report remotely. The institutional reports were submitted at the end of December 2020.

Chair Harris called for a vote to accept the 2019-2020 Academic Program Review Submittal and the vote was unanimous.

Dr. Klucznik stated that a summary of Low Completer programs for this time period will be submitted to the Academic and Student Affairs Committee at its April 9, 2021 Meeting.

6. Informational Items

a. Below Threshold

- i. Drug and Alcohol Recovery Counselor – AS – Manchester CC [Course Substitutions]
- ii. Management Information Systems – AS – Manchester CC [Course Additions/Substitutions]
- iii. Paralegal – AS – Manchester CC [Course Substitutions]
- iv. Paralegal – C2 – Post-Graduate Certificate – Manchester CC [Course Substitutions]
- v. Data Science – Graduate Certificate - Southern CT State University [New Academic Program]
- vi. Biological Anthropology – Minor – Central CT State University [Course Substitutions]
- vii. East Asian Studies – Minor – Central CT State University [Course Substitutions]
- viii. European Studies – Minor – Central CT State University [Course Substitutions]

- ix. Global Studies – Minor – Central CT State University [Course Substitutions]
- x. International Studies – BA – Central CT State University [Course Substitutions]
- xi. Management – BS – Central CT State University [Course Substitutions]
- xii. Health Information Management – AS – Northwestern CT CC [Curriculum Realignment]
- xiii. Health Information and Reimbursement Specialist – Certificate – Northwestern CT CC [Curriculum Realignment/Program Name Change]
- xiv. Exercise Science – Clinical Exercise Physiology Concentration – MS – Southern CT State University [Added Concentration]
- xv. Exercise Science – Human Performance Concentration – MS – Southern CT State University [Revised Concentration]
- xvi. Exercise Science – Sport Psychology Concentration – MS – Southern CT State University [Revised Concentration]
- xvii. Business Analytics – Graduate Certificate – Southern CT State University [New program]
- xviii. Human Resource Management – Graduate Certificate – Southern CT State University [New program]
- xix. Precision Manufacturing – Certificate – Manchester CC [Modification]
- xx. Computer Game Design – AS – Manchester CC [Modification]
- xxi. Business Administration – AS – Middlesex CC [Modification – Curriculum Alignment]
- xxii. Construction Management – BS – Central CT State University [Curriculum Modification]
- xxiii. Dance Education with Specialization in Teacher Certification – BS – Central CT State University [Curriculum Modification]
- xxiv. Geography with Specialization Regional and Geography with Specialization in Tourism – BA – Central CT State University [Curriculum Modification]
- xxv. International Studies – MS – Central CT State University [Curriculum Modification]

Chair Harris asked if the Below Threshold programs were based on program reviews. Dr. Klucznik responded that the reasons for the submission of Below Threshold programs varies. Institutions can revisit programs in between the time for the official program review, every seven years. Institutions can respond on an ad hoc basis based on immediate needs. Dr. Klucznik confirmed that the CSCU ACME Policy will be on the BOR Academic and Student Affairs Committee Meeting agenda on April 9, 2021. He noted that the CSCU ACME policy must go through additional governance steps and be approved by three committees. Chair Harris asked Pam Heleen to send the ASA Committee links to reports on ACME initiatives from Columbia. Dr. Klucznik stated that the Staff Report for the CSCU ACME proposal will be thorough. Chair Harris also asked Dr. Klucznik to include the process, how this developed, who participated, did ACME committee members withdraw and why. Any supplemental information will be helpful to the Committee.

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 Noon.

Addendum to MCC Human Services Proposal-ASA Meeting 3-12-21

This addendum addresses some of the questions that have been asked ahead of the meeting in an effort to provide explanations, relevant data and information for the proposal.

1. Manchester Community College currently has a Social Services Certificate Program and a Social Services A.S. Degree. Both the certificate and A.S. degree have a name change proposed to Human Services. If approved, starting in Fall 2021 the certificate and degree will be named Human Services. In addition to these offerings, Manchester Community College also has a CSCU Pathway Transfer: Social Work Studies A.A. Degree, which will continue to be offered. Dr. Joanna White will continue to serve as the faculty advisor to students in all three designations listed above and will work with them to identify which program best suits their college and career goals.
2. The noted decrease in enrollment in the existing Social Service programs have been due to 2 factors:
 1. The addition of the CSCU Pathway Transfer: Social Work Studies A.A. Degree in 2017. Students interested in Human and Social Services or Social Work are now split between two associate degrees instead of one. Please see the graphic below, which shows the split in program enrollment starting in 2017.
 2. There was a decline in enrollment in the Human and Social Service Programs overall between 2017-2019 due to the retirement of a full-time faculty member in 2016. A new full time faculty member, Dr. White was hired in 2019 and there has been an increase in enrollment in the Human and Social Service Department overall since that time due to the consistency of having Dr. White as a full time faculty member, program coordinator and academic advisor to program students.

PROGRAM ENROLLMENT

	<u>Fa14</u>	<u>Fa15</u>	<u>Fa16</u>	<u>Fa17</u>	<u>Fa18</u>	<u>Fa19</u>
Grand Total	7300	6891	6780	6321	6003	5511
CSCU Transfer: Social Work Studies - AA				28	86	119
Social Services - AS	198	164	142	135	94	78
Social Services - CERT	6	3	5	2	5	2

3. Below is a Pro Forma Budget that captures both the Human Services Certificate Program as well as the Human Services A.S. Degree. Both programs shared the same expenses, as the courses offered are in both areas. Both programs currently exist and are named Social Service, so the expenses below are current and projected expenses based on current staffing and expenses. There are no additional hires or expenses reflected in the budget below.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)
Human Services Certificate Program and Human Services A.S. Degree

PROJECTED Program Revenue	Fall 2021__	Fall 2022__	Fall 2023__
Tuition-Certificate (do not include internal transfers)	18,000	24,000	30,000
Tuition A.S. (do not include internal transfers)	200,000	220,000	240,000
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ 218,000 -	\$244,000 -	\$270,000 -

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.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Paramedic Studies (CIP Code: 51.0904 / OHE# 017999) leading to an Associate of Science at Housatonic 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 Paramedic Studies leading to an Associate of Science at Housatonic Community College, effective May 2022.

BACKGROUND

Only students who completed their Paramedic training at the Bridgeport Emergency Medical Institute are eligible for the degree. Now that this training facility at Bridgeport Hospital School of Nursing has closed, Housatonic Community College no longer has an accredited clinical partner for these 30 credits. HCC has looked for two years for a clinical partner, and has finally decided that it is not economically practical to continue the search.

Phase out: May 2022

Students currently enrolled in Paramedic Studies are completing their non-clinical courses, which include very commonly taught courses: English 101, Math 137, Psychology 111, etc. These courses will continue to be available to these students indefinitely.

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 Degree. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Paramedic Studies CIP: 510904 OHE#: 17999 BOR Accreditation Date: December 18, 2014 Phase Out /Teach Out Period 2 Years Expected Date of Program Termination 2022		
Program Characteristics		
Name of Program: Paramedic Studies		
Degree: Title of Award (e.g. Master of Arts) Associate of Science		
Degree Certificate: (specify type and level) Degree		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Locality of Program: On Campus Off Campus <input checked="" type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Math-Science Department		
Institutional Contact for this Proposal: Sandra Barnes	Title: Professor	Tel.: 203-332-5107 e-mail: Sbarnes@hcc.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.

Only students who completed their Paramedic training at the Bridgeport Emergency Medical Institute are eligible for the degree. Now that this training facility at Bridgeport Hospital School of Nursing has closed, we no longer have an accredited clinical partner for these 30 credits. We have looked for two years for a clinical partner, and have finally decided that it is not economically practical to continue the search.

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.)

There are three viable students in the Paramedic pipeline. One is set to graduate in the spring of 2021. She has already filed her request for graduation. A second will finish over the summer or fall of 2021. He has only two courses to go.

One new student just started the program in Fall of 2020, but he has not submitted his official transcript from Bridgeport Emergency Medical Institute. This student took one course in the fall of 2020 and is currently enrolled in two courses. He was notified that the program was ending and he will have two years from the termination date to finish his remaining 21 credits.

All the students who just transferred in to the program or signed up for the program as new students in the spring of 2021 have been e-mailed the Declaration of Major form and told to pick a new major. HCC will follow up with phone calls over Spring Break for those who don't acknowledge this via e-mail.

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?

No costs will be incurred since these courses are already regularly taught at HCC.

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 most significant lesson is this: whenever two institutions partner to offer a degree, each institution is at the mercy of the other. If one entity can no longer fulfill its obligations, the entire program falls apart.

It is not necessarily bad to seek partners which are better equipped to offer a specific type of training, but there is a higher degree of risk involved.

It proved impossible to find a replacement entity who could deliver Paramedic training which was certified as deserving of college credit. With no Paramedic pipeline to offer a program that could be used for college credit, there are very few students remaining to feed into this program.

Any new student coming to HCC and hoping for Paramedic studies is not able to complete the clinical portion, and they are being advised to switch to something else early in their academic program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program General Studies with a Concentration in Engineering Studies (CIP Code: 24.0101 / OHE# 001805) leading to a Bachelor in General Studies at Charter Oak State College, effective Summer 2021.

A True Copy:

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

ITEM

Discontinuation of a program General Studies with a Concentration in Engineering Studies leading to a Bachelor in General Studies at Charter Oak State College, effective Summer 2021.

BACKGROUND

The concentration in Engineering Studies, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 14 students have graduated with this concentration. In the last 6 years, 7 students have graduated with this concentration and there is one student currently enrolled in the Engineering Studies concentration. He is completing this semester.

The Engineering Studies concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many engineering courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use their engineering courses to complete a BS in General Studies with a concentration in Individualized Studies.

Phase out: Summer 2021

The one student that is currently enrolled will complete this semester. If for some reason the student doesn't complete, Charter Oak State College will still allow him to complete.

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

RECOMMENDATION

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

04/09/2021 – BOR -Academic and Student Affairs Committee
04/22/2021 – 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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 4.20.2020	
Discontinued Program: BS in General Studies with a Concentration in Engineering Studies CIP: 24.0101 OHE#: 01805 BOR Accreditation Date: 2016		
Phase Out /Teach Out Period Summer 2021 Expected Date of Program Termination Summer 2021		
Program Characteristics		
Name of Program: BS in General Studies with a Concentration in Engineering Studies (only eliminating the concentration)		
Degree: Title of Award (e.g. Master of Arts) BS in General Studies		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined		
Locality of Program: On Campus Off Campus Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program:		
Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

The concentration in Engineering Studies, an option in the BS in General Studies degree, is being recommending for discontinuance due to lack of enrollment. In the last 10 years, only 14 students have graduated with this concentration. In the last 6 years, 7 students have graduated with this concentration and there is one student currently enrolled in the Engineering Studies concentration. He is completing this semester.

The Engineering Studies concentration requires students to take most of their courses elsewhere and to transfer them to Charter Oak. This concentration, and other concentrations, were developed when students were coming to Charter Oak with most of their major completed and when Charter Oak offered fewer courses. Over the years, the student body has changed-- more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Since many engineering courses are difficult to offer online, Charter Oak has decided through its program review and strategic planning process to eliminate this concentration. Students will still be able to use their engineering courses to complete a BS in General Studies with a concentration in Individualized Studies.

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 one student that is currently enrolled will complete this semester. If for some reason the student doesn't complete, we will still allow him to complete. The concentration will be eliminated from the 2021-22 catalog and from the admission application.

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?

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

Eliminating this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

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 discontinuance of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Biological Sciences: Anesthesia (CIP Code: 51.3804 / OHE# 003033) leading to a Master of Science at Central Connecticut State University, effective Spring 2021.

A True Copy:

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

ITEM

Discontinuation of a program Biological Sciences: Anesthesia leading to a Master of Science at Central Connecticut State University, effective Spring 2021.

BACKGROUND

The MS in Anesthesia is no longer accredited because the entry-level degree requirement for licensure is now a doctoral degree. This program has been replaced with the Doctor of Nurse Anesthesia Practice which admitted its first cohort in Fall 2017.

Phase out: Spring 2021

The last students graduated from this program in Fall 2019 and there are no students currently enrolled.

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 Master of Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 24, 2021	
Discontinued Program: Biological Sciences: Anesthesia MS CIP: 513804 OHE#: 03033 BOR Accreditation Date: 4/26/1996		
Phase Out /Teach Out Period Fall 2019 Expected Date of Program Termination Spring 2021		
Program Characteristics		
Name of Program: Biological Sciences: Anesthesia		
Degree: Title of Award (e.g. Master of Arts) MS		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: School of Engineering, Science and Technology, main campus CCSU		
Institutional Contact for this Proposal: Mark Jackson	Title: Program Coordinator and Professor of Biology	Tel.: 860-832-2650 e-mail: jacksonmae@ccsu.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 MS in Anesthesia is no longer accredited because the entry-level degree requirement for licensure is now a doctoral degree. This program has been replaced with the Doctor of Nurse Anesthesia Practice which admitted its first cohort in Fall 2017.

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 last students graduated from this program in Fall 2019 and there are no students currently enrolled.

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?

N/A – The discontinuation is in response to changing licensure standards in the field.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Theatre Arts (CIP Code: 50.0501 OHE # 018729), leading to an Associate of Arts at Capital Community College.

A True Copy:

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

ITEM

Continued Accreditation of a program in Theatre Arts, leading to an Associate of Arts at Capital Community College.

BACKGROUND

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

PERFORMANCE INDICATORSStudent Enrollment

Prior Enrollment Trends				Future Enrollment Projections		
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1.2 FTE	2.4 FTE	7.6 FTE	8 FTE	12.4 FTE	20.4 FTE	35.6 FTE
<i>Note: The college was unable to hire a discipline expert/PC to oversee the program during the first two years.</i>		<i>Note: COVID has disrupted program growth since spring 2020 and will likely continue to impact enrollment during 2021.</i>		<i>Moderate enrollment gains are anticipated once on-campus classes resume in Fall 2021 and after the system CC merger in Fall 2023.</i>		

Projected full-time equivalent (FTE) enrollment for program's Year 3: 20.4

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 8

Difference: -12.4

The actual enrollment of this program was lower than projected due to a 2-year delay in being able to hire a discipline expert/Program Coordinator (PC) for this program followed by the unforeseen impact of the COVID crisis beginning in spring of 2020. Prior to COVID, this program had 100% growth in enrollment from year 1 to year 2 and 217% growth from year 2 to year 3 (after the PC was hired), but only 5% growth from year 3 to the beginning of year 4 (the 7th semester) due to COVID. When COVID hit, all courses were temporarily switched to either fully online or hybrid (partially online) formats, which are less than ideal for a Theatre Arts program. The COVID crisis also interrupted the PC's robust efforts to recruit in high school. The PC began presenting at high schools with a team of student performers in March 2020 when the switch to remote learning across the state halted these high-impact recruitment activities. Once fully in-person instruction can resume on campus, we anticipate considerable growth in the program.

Cost Effectiveness

Total Revenue generated by program during its most recent year (2020-21): \$51,934

Total Expenditures apportioned to program in its most recent year (2020-21): 87,371

Difference: - \$35,436

Due to the significant impact on enrollment due to COVID, program expenditures exceeded program revenues in the past year; however, plans to resume on-campus instruction in Fall 2021, the system merger in Fall 2023, and ongoing support from community partners are expected to lead to a projected total net gain (profit) of approximately \$130,834 over the next three years.

Learning Outcomes

Capstone activities in identified course work are designed to assess student learning of the learning outcomes listed below. In addition to the acquisition of general education competencies, graduates that complete the Theatre Arts AA degree will be able to:

1. Perform various job responsibilities of live theatre production through practical, hands-on, place-based experience. (Assessments: THR 110, THR 120, THR 190 THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
3. Develop poise, confidence, and stage presence through formal and/or informal performance (Assessments: THR 110, THR 112, THR 115, THR 190, THR 210, THR 290)
4. Cultivate an aesthetic appreciation of the theatre through active engagement with live performance and creative expression. (Assessments: THR 102, THR 110, THR 115, THR 120, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theatre. (Assessments: THR 102, THR 230 and in the following elective courses: THR 127, THR 225)
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society. (Assessments: THR 102, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
7. Create community-based theatre experiences through collaboration with local theatre companies and/or surrounding communities. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)

PROGRAM CHANGES

Capital has developed several new courses for the Theatre Arts AA degree since the program's inception.

- Required courses added to the program: THR 210 Acting II, THR 290 Theatre Practicum/Internship (level 2)
- Elective courses added to the program: THR 127 Studies in Contemporary Theatre Production, THR 220 Playwriting, THR 225 Directing

There have also been several non-curriculum enhancements to the Theatre Arts AA degree since the program's inception:

- Expanded Internship options with local professional theatres: Hartford Stage, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater and UCONN's Connecticut Repertory Theatre.

- Expanded curriculum partnerships with local professional theatres: The THR 225 Directing course now includes a collaborative project with Hartford Stage company. The THR 115 Improvisation course now includes a culminating student performance at Sea Tea's theater.
- An annual CCC theatre production is now available and open to the public (conducted remotely during COVID). The ongoing COVID crisis has had a significant impact on the Theatre Arts program that is traditionally delivered in a primarily "in-person" format.

Course delivery formats and adjustments now include:

- Acting I & II, Directing, Improvisation and Stagecraft are currently HYBRID.
- Theatre History, Playwriting and Voice and Diction are LRON (on-line, synchronous)
- Acting I and II courses now incorporate acting for the camera.
- The Directing course now incorporates video directing and editing.

ADDITIONAL INFORMATION

Capital's Theatre Arts AA program is uniquely positioned to meet the needs of the Greater Hartford's cultural institutions and theatres. Hartford is home to a thriving theatre scene represented by major performing arts institutions such as Hartford Stage, Theaterworks, The Bushnell, Hartbeat Ensemble, and Sea Tea Improv, with access to performing arts hubs in New York City, Boston, and Western Massachusetts. With an industry-wide push to have more Black, Indigenous, People of Color (BIPOC) representation in all aspects of theatre production, Capital's Theatre Arts program can prepare students for growing areas of the performing arts job market. Due to the multidisciplinary approach of the program, students will also be able to apply applicable experience in audio and video production, television, and other support positions in the arts.

RECOMMENDATION

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

04/09/2021 – BOR Academic & Student Affairs Committee

04/22/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to CSCU Office of the Provost: Spring 2021
Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation 2016-17 (10-year)	
Program Characteristics Name of Program: Theatre Arts Degree: Title of Award (e.g. Master of Arts) Associate of Arts Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: (specify type and level) Semester Date Program was Initiated: Fall 2017 Year 3 – 7th Semester Date: Fall 2020 Date of First Graduation: Spring 2021 Modality of Program: On ground Online Combined X If "Combined", % of fully online courses? up to 40% Locality of Program: X On Campus Off Campus Both	Program Credit Distribution # Credits in General Education: 21-22 # Credits in Program Core: 27 # Credits of Electives in the Field: 3 # Credits of Other Electives: 9 # Cr Special Requirements (include internship, etc.): 0 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: 30-31
Date of BOR Approval: 12/08/16 CIP: 500501 OHE#: 018729	
Institutional Contact for this Proposal: Dr. Miah LaPierre Dreger, EdD	Title: Dean of Academic and Student Affairs Tel.: 860-906-5011 e-mail: mlapierre-dreger@capitalcc.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 20.4

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 8

Difference: -12.4

The actual enrollment of this program was lower than projected due to a 2-year delay in being able to hire a discipline expert/Program Coordinator (PC) for this program followed by the unforeseen impact of the COVID crisis beginning in spring of 2020. Prior to COVID, this program had **100% growth** in enrollment from year 1 to year 2 and **217% growth** from year 2 to year 3 (after the PC was hired), but only **5% growth** from year 3 to the beginning of year 4 (the 7th semester) due to COVID. When COVID hit, all courses were temporarily switched to either fully online or hybrid (partially online) formats, which are less than ideal for a Theatre Arts program. The COVID crisis also interrupted the PC's robust efforts to recruit in high school. The PC began presenting at high schools with a team of student performers in March 2020 when the switch to remote learning across the state halted these high-impact recruitment activities. Once fully in-person instruction can resume on campus, we anticipate considerable growth in the program.

Cost Effectiveness

Total Revenue generated by program during its most recent year (2020-21): \$51,934

Total Expenditures apportioned to program in its most recent year (2020-21): 87,371

Difference: - \$35,436

Due to the significant impact on enrollment due to COVID, program expenditures exceeded program revenues in the past year; however, plans to resume on-campus instruction in Fall 2021, the system merger in Fall 2023, and ongoing support from community partners are expected to lead to a projected total net gain (profit) of **approximately \$130,834** over the next three years.

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Learning Outcomes

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

Capstone activities in identified course work are designed to assess student learning of the learning outcomes listed below. In addition to the acquisition of general education competencies, graduates that complete the Theatre Arts AA degree will be able to:

1. Perform various job responsibilities of live theatre production through practical, hands-on, place-based experience. (Assessments: THR 110, THR 120, THR 190 THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 225)
3. Develop poise, confidence, and stage presence through formal and/or informal performance (Assessments: THR 110, THR 112, THR 115, THR 190, THR 210, THR 290)
4. Cultivate an aesthetic appreciation of the theatre through active engagement with live performance and creative expression. (Assessments: THR 102, THR 110, THR 115, THR 120, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theatre. (Assessments: THR 102, THR 230 and in the following elective courses: THR 127, THR 225)
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society. (Assessments: THR 102, THR 190, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)
7. Create community-based theatre experiences through collaboration with local theatre companies and/or surrounding communities. (Assessments: THR 102, THR 110, THR 112, THR 115, THR 120, THR 190, THR 210, THR 230, THR 290 and in the following elective courses: THR 127, THR 225)

Although this program is relatively new, one student graduated in May 2020, another graduated in December 2020, and at least three students are planning to graduate in May 2021. One graduate has secured full-time employment as an interpreter at Kid City Museum in Middletown, CT, the other is now pursuing his bachelor's degree at Bard College with a full scholarship.

In addition, more than a dozen theatre majors from CCC have completed both paid and credit-based internships with Hartford Stage Company, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater and UConn's Connecticut Repertory Theater. Moreover, several students have participated in performances with community partners, such as the live, remote, socially-distanced, WebEx production of "A Community Carol," by the Hartford Stage in December 2020 during COVID. Students have also been hired as paid interns for CCC events, including The Baldwin Project, The 20th Annual Gala, and an upcoming Faculty, Staff, Student Professional Development event in spring 2021.

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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).*

Capital has developed several new courses for the Theatre Arts AA degree since the program's inception.

- Required courses added to the program: THR 210 Acting II, THR 290 Theatre Practicum/Internship (level 2)
- Elective courses added to the program: THR 127 Studies in Contemporary Theatre Production, THR 220 Playwriting, THR 225 Directing,

There have also been several non-curriculum enhancements to the Theatre Arts AA degree since the program's inception:

- Expanded Internship options with local professional theatres: Hartford Stage, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater and UCONN's Connecticut Repertory Theatre.
- Expanded curriculum partnerships with local professional theatres: The THR 225 Directing course now includes a collaborative project with Hartford Stage company. The THR 115 Improvisation course now includes a culminating student performance at Sea Tea's theater.
- An annual CCC theatre production is now available and open to the public (conducted remotely during COVID).

The ongoing COVID crisis has had a significant impact on the Theatre Arts program that is traditionally delivered in a primarily "in-person" format. Course delivery formats and adjustments now include:

- Acting I & II, Directing, Improvisation and Stagecraft are currently HYBRID.
- Theatre History, Playwriting and Voice and Diction are LRON (on-line, synchronous)
- Acting I and II courses now incorporate acting for the camera.
- The Directing course now incorporates video directing and editing.

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

Program Need Based on Regional and National Data, Market Data, and Industry Trends:

Capital's Theatre Arts AA program is uniquely positioned to meet the needs of the Greater Hartford's cultural institutions and theatres. Hartford is home to a thriving theatre scene represented by major performing arts institutions such as Hartford Stage, Theaterworks, The Bushnell, Hartbeat Ensemble, and Sea Tea Improv, with access to performing arts hubs in New York City, Boston, and Western Massachusetts. With an industry-wide push to have more Black, Indigenous, People of Color (BIPOC) representation in all aspects of theatre production, Capital's Theatre Arts program can prepare students for growing areas of the performing arts job market. Due to the multidisciplinary approach of the program, students will also be able to apply applicable experience in audio and video production, television, and other support positions in the arts.

Though COVID had undoubtedly impacted the theatre and performing arts industry, available federal occupational outlook data still suggests that many support positions for performing arts organizations are projected to grow faster than average in the coming years (see *Table 1*). Marketing, sales, public relations, and fundraising managers are expected to grow 6-7% from 2018-2028 with median incomes greater than the average living wage in Hartford (*approximately \$68,827 for a single parent with two children living in Hartford, CT according to the MIT Living Wage Calculator*). Though little growth is expected in some creative positions, such as actors and set designers, Directors and Producers are expected to grow 10% nationally, with higher-than-living-wage median incomes. Job growth is consistent for areas related to a theatre design and tech track (which is being explored for possible development as a degree program option), with projected job openings for sound, audio/video, and lighting technicians expected to grow by 5-8% nationally.

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Table 1: Theatre Arts AA 10-year CT and National Occupational Outlook Data (2018-2028)¹.

Theatre-Related Positions	DOL Occupation	Median Wage (Hartford)	Median Wage (CT)	Median Wage (US)	Projected Job Growth (CT) 2018-2028	Projected Annual (CT) Job Openings	Projected Job Growth (US) 2018-2028	Projected Annual (US) Job Openings
Actor	Actors		14.97 (hourly)	20.43 (hourly)	0	0	3%	2100
Artistic Director	Art Directors	102800	92460	94220	1%	140	-2%	9200
Development Director	Fundraising Manager	115740	111450	116180	6%	80	9%	7600
Director	Directors and Producers	69360	74030	74420	2%	60	10%	15200
Dramaturg	Artists and Related Workers		59850	64490	0	10	0%	1200
Head of Sales	Sales Managers	128200	132050	126640	6%	810	4%	35300
House Manager	Entertainment Attendants and Related Workers			26460	0%	20	6%	1100
Lighting Technician	Lighting Technician	60030	69020	73460	0%	20	5%	2800
Playwright	Poets, Lyricists and Creative Writers	68990	77920	63200	-1%	140	-2%	11600
Publicity Director	Public Relations Managers	115740	111450	116180	6%	80	9%	7600
Set Designer	Set and Exhibit Designers		50030	54600	-10%	10	1%	1300
Social Media Director	Marketing Managers	126950	141800	136850	7%	610	7%	24600
Sound Technician	Audio and Video Technicians	49870	53140	45190	10%	170	12%	10800
Stage Combat Director	Choreographers		48050	46330	-7%	50	14%	1000

Program Meets Expressed Industry Need for Diversity

In the Spring of 2020, thousands of Black, Indigenous, People of Color (BIPOC) theatre professionals from across the nation, formed an organizational movement called “We See You White American Theatre” (We See You W.A.T) and published a 30-page document of demands, chief among them being Equitable Presence. The document states:

“As the global majority, we demand a bare minimum of 50% BIPOC representation in programming and personnel, both on and off stage. This applies universally to all hiring tiers of Broadway, Off Broadway, regional theatres, funding recipients, artistic commissions, production departments, front of house staff, offices, professional training centers, unions, agencies, casting companies, critics and the media establishment.” (weseeyouwat.com)

In response to the demands made by We See You W.A.T., regional theatres across the country have pledged to make clear steps toward “a truly sustainable, antiracist theatrical ecosystem.” (backstage.com)

Currently, more than 95% of the Theatre Arts AA majors at CCC are BIPOC.

¹ CT Department of Labor, 2018 - 2028 State of Connecticut Occupational Projections (<https://www1.ctdol.state.ct.us/lmi/index2.asp>) and Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, (<https://www.bls.gov/ooh/>)

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Transferability and Uniqueness to the Region:

CCC is one of only two CT Community Colleges that offers a major in Theatre Arts. The other program is at Housatonic Community College in Southern CT.

In addition to the Theatre Studies TAP transfer pathway, this non-TAP Theatre Arts program transfers into Central CT State University's BFA theatre program and additional transfer alignments are being developed with Southern CT State University, Eastern CT State University, and UCONN's Dramatic Arts program. This non-TAP program will also be included in the aligned curriculum offerings for the CT State Community College beginning in 2023-24.

In September of 2020, CCC's theatre arts program participated in a state-wide virtual college fair hosted by the Connecticut Educational Theatre Association. CCC was the only 2-year program represented at this college fair.

Impact on Campus

The Theatre Arts AA Program has collaborated with the CCC Nursing Department to use theatre as a teaching modality for nursing students and the Nursing lecture hall as an authentic assessment for theatre students. Leadership from both programs are currently devising future collaborative projects.

The Theatre Arts Program is collaborating with the CCC Social Services Program to create a theatre-based learning community within the psychology course entitled, PSY 105 Group Dynamics. This will serve as a pilot program for other courses within the Social Service Department.

Recently, Theatre Arts majors were hired as paid interns to perform in Capital's public event celebrating James Baldwin. This same performance was played again for the college's annual gala. This original theatre piece will now be incorporated in Dr. Quentin Miller's forthcoming book, Baldwin's Children.

Theatre classes have become a popular option for students in other departments who need to fill a Humanities elective and/or a Fine Arts elective. In the spring of 2020, almost 70 students from outside of the major took theatre classes.

Connections with Hartford Theatre Industry

More than a dozen theatre majors have completed both paid and credit-based internships with Hartford Stage Company, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater, and UCONN's Connecticut Repertory Theatre.

In June 2020, the CCC Theatre Arts program was highlighted in an episode of Hartford Stage's "*Scene and Heard*" with Melia Bensussen, during a live (virtual) community conversation with various city officials, local business owners, and neighbors to discuss unique local partnerships that support the arts and bolster civic engagement and economic development of downtown Hartford. The episode was called "*Building our Block*." The PC for the Theatre Arts program also participated in a subsequent "*Scene and Heard*" episode in December 2020 called "*The Making and Meaning of a Community Carol*."

The Theatre Arts program has also begun to partner with local professional theatres when creating curricula for specific courses. In December 2020, students in CCC's Directing course worked directly with Hartford Stage artists to create the Stage's newest virtual production called, "*A Community Carol*". This production was performed via a remote, socially-distanced, format via Zoom due to COVID. In this production, students took pieces from Dickens' "*A Christmas Carol*" and

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reinterpreted them through lenses of their own experiences and how the pieces related to them and their community. Discussion is now underway about replicating a similar partnership for CCC's Playwriting course.

Moreover, an annual scholarship from West Hartford Community Theater has been established for a continuing CCC Theatre Arts AA major who exhibits exceptional talent and commitment. At a time when students are struggling to afford college, and dealing with the compounding impact of the COVID crisis, this scholarship is one more example of robust community support designed to help sustain program enrollment.

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

- n/a -

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
THR* 102 Theatre History	2,4,5,6,7	ENG 101	3			
THR* 110 Acting I	1,2,3,4,7	Eligibility for ENG 101	3			
THR* 112 Voice and Diction	2,3,7		3			
THR* 115 Improvisation or ____ Theatre Elective	2,3,4,7		3			
THR* 120 Stagecraft	1,2,4,7		3			
THR* 190 Theatre Practicum/Internship	1,2,3,4,6,7	Approval of instructor	3			
THR* 210 Acting II	1,2,3,7	THR* 110	3			
THR* 2XX Technical Theatre						
THR* 230 Playwriting or ____ Theatre Elective	1,2,4,5,6,7	THR* 102 or ENG* 102	3			
ENG* 214 Drama						
THR* 290 Theatre Practicum/Internship or ____ Theatre Elective	1,2,3,4,6,7	Approval of instructor	3			
Core Course Prerequisites				Elective Courses in the Field		
ENG* 101 Composition				____ Free Elective	Varies	3
ENG* 102 Literature and Composition				____ Free Elective	Varies	3
MAT* 104 Quantitative Reasoning or Higher Math Course				____ Free Elective	Varies	3
ENG* 2__ Literature Elective				THR* 225 Directing ____ Theatre Elective	Varies	3
____ Science Elective						
____ Social Science Elective						
____ History Elective						
Total Other Credits Required to Issue Credential						60-61

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

No additional information in this area. (See previous "Other Narrative Background" section on pages 3-6 for details.)

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

There have been no changes to the program learning outcomes since the program inception:

1. Perform various job responsibilities of live theatre production through practical, hands-on, place-based experience.
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills.
3. Develop poise, confidence, and stage presence through formal and/or informal performance
4. Cultivate an aesthetic appreciation of the theatre through active engagement with live performance and creative expression.
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theatre.
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society.
7. Create community-based theatre experiences through collaboration with local theatre companies and/or surrounding communities.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

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

The Theatre Arts AA degree FTE in Fall 2020 (the program's 7th semester) was 8 with a combined headcount of 12 (8 FT and 4 PT students). Enrollment in this program was lower than projected due to a 2-year delay in being able to hire a discipline expert/Program Coordinator (PC) for this program followed by the unforeseen impact of the COVID crisis beginning in spring of 2020. Prior to COVID, this program had 100% growth in enrollment from year 1 to year 2 and 217% growth from year 2 to year 3 (after the PC was hired), but only 5% growth from year 3 to the beginning of year 4 (the 7th semester) due to COVID. When COVID hit, all courses were temporarily switched to either fully online or hybrid (partially online) formats, which are less than ideal for a Theatre Arts program. The COVID crisis also interrupted the PC's robust efforts to recruit in high school. The PC began presenting at high schools with a team of student performers in March 2020 when the switch to remote learning across the state halted these high-impact recruitment activities. Once fully in-person instruction can resume on campus, we anticipate considerable growth in the program.

Due to the significant impact on enrollment due to COVID, during the 2020-2021 academic year, the Theatre Arts program had a total revenue of \$87,371 and a total expense of \$51,934, resulting in a net loss of \$35,436; however, plans to resume on-campus instruction in Fall 2021, the system merger in Fall 2023, and ongoing support from community partners are expected to lead to a projected total net gain (profit) of approximately \$130,834 over the next three years.

Though the impact of COVID is still expected to hinder significant program growth through 2021, enrollment gains are expected to increase nonetheless (see *Table 2*), due to new marketing strategies, increased local/regional community presence, optimistic employment prospects, and the potential addition of grant funding from local community partners to support program sustainability in the wake of COVID.

Table 2: Theatre Arts AA degree enrollment trends and projections.

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Prior Enrollment Trends				Future Enrollment Projections		
Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
1.2 FTE	2.4 FTE	7.6 FTE	8 FTE	12.4 FTE	20.4 FTE	35.6 FTE
<i>Note: The college was unable to hire a discipline expert/PC to oversee the program during the first two years.</i>		<i>Note: COVID has disrupted program growth since spring 2020 and will likely continue to impact enrollment during 2021.</i>		<i>Moderate enrollment gains are anticipated once on-campus classes resume in Fall 2021 and after the system CC merger in Fall 2023.</i>		

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined projected net earnings for the Theatre Arts AA program overall will total approximately \$130,834:

Table 3: Theatre Arts AA degree projected net gains.

3-Year Net Gain Projections			
Y1 (2021-22)	Y2 (2022-23)	Y3 (2023-24)	TOTAL
(\$14,726)	\$27,666	\$117,893	\$130,834
<i>*Note: COVID is expected to continue to negatively impact the program gains in 2021-22; however, net gains and program sustainability are expected to stabilize and increase after the COVID crisis passes.</i>			

Improvement Plan

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

The institution recognizes that the Theatre Arts AA degree is a low completer since it is still a new program; however projected enrollment numbers (see Table 2) suggest that program completion numbers will increase steadily over the coming years. **Thus, we recommend approval for continued accreditation with the following improvement plan:**

Enhance Program Leadership

In its first two years, the Theatre Arts program was operating under interim leadership by a member of the English faculty, which resulted in a slow start with program enrollment and in partnership development with local organizations and professional theatres in the Hartford area. In Fall 2019, the college hired an experienced theatre professional (Julia Rosenblatt) to serve as the full-time faculty member and Coordinator of the program (PC). Under her leadership, the program produced its first publicly available theatre production in 2019 called *Lysistrata*. The second public production, *Wooden Heart* by Adam Szymkowitz, will be performed virtually in May of 2021.

The program has also started to receive recognition by many of the local theatre organizations and internship opportunities for students in the program have started to expand considerably, even during the ongoing COVID crisis.

Expand Connections with Hartford Theatre Industry

The college continues to expand partnerships with area theatres to provide paid and credit-based internship opportunities for CCC Theatre Arts majors and to develop curricula for specific courses. The program is currently partnered with Hartford Stage Company, Theaterworks, HartBeat Ensemble, Sea Tea Comedy Theater, West Hartford Community Theater, and UCONN's Connecticut Repertory Theatre. Additional partnerships will continue to be developed as opportunities arise.

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The program coordinator is also participating in a series of virtual college fairs hosted by the CT Educational Theatre Association in order to elevate the profile of the CCC program in the region and expand program recruitment.

Expand Philanthropic Support

Partnerships are also being developed to help provide monetary support for the CCC Theatre Arts program and its students.

Most recently, an annual scholarship from West Hartford Community Theater has been established for a continuing CCC Theatre Arts AA major who exhibits exceptional talent and commitment. At a time when students are struggling to afford college, and dealing with the compounding impact of the COVID crisis, this scholarship is one more example of robust community support designed to help sustain program enrollment.

The college is also in the process of developing philanthropic support through the CCC Foundation to help offset some of the instructional costs associated with the program. We anticipate being able to secure funding to cover expenses equivalent to one-half of a part-time-lecture (PTL) contract each year (approximately \$3000) from a community sponsor.

Expand Marketing and Program Outreach

Through new leadership at the college and a new Director of Marketing and Public Relations, funding and resources have been increased to improve program marketing across the College. The Theatre Arts Program Coordinator is working with the new Director of Marketing to update the program brochure and web pages to reflect curriculum changes and highlight the community partnerships aligned with the program.

The Theatre Arts Program Coordinator will also continue to expand outreach to local high schools to promote the program. The PC has developed a database of nearly 30 high schools from which to recruit students, meet with guidance counselors, and participate in collaborative activities and events. Prior to COVID, the PC presented informational sessions to secondary students who came to Capital for "college day" events from area secondary schools and brought CCC theatre students to high schools to perform and answer questions from prospective theatre arts majors. In fact, the very day that the college closed due to COVID in March 2020, the PC and 4 CCC students in the program spent that morning at Weaver High school giving a performance of a scene from a production that was planned for later in the Spring 2020 semester. After their performance, the students and the PC discussed the CCC program and answered questions about why they loved the program and would they recommend it.

Outreach of this nature has been considerably disrupted since the onset of the COVID crisis; however, the PC has been focusing on creative alternatives to recruit students remotely. Examples include development of virtual recruiting tools and meeting with high school advisory classes, virtually, to present the program and show video clips on past program productions.

Other creative marketing strategies that the Theatre Arts program coordinator and CCC's Director of Marketing have been engaged in include: (a) development of a 5-minute promotional video as a recruitment tool that includes student interviews and interviews with Artistic Directors of local theatres and (b) establishment of "Theatre Thursdays" on the college's social media outlets as an ongoing recruitment tool.

Develop "Shared Courses" with Other CSCU Institutions

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CCC leadership is exploring the option of course sharing with Middlesex, Housatonic, and Naugatuck Valley Community Colleges through the new "Shared Courses" model that was deployed in 2020 for sharing low-enrolled courses across multiple CSCU institutions. Early successes with using this model for other subject area courses across the system suggest that this would be a highly effective tool for addressing low-enrollment challenges across campuses that are geographically distant. CCC will likely pilot shared courses in the Theatre Arts beginning in Fall 2021.

Continue to Align with Industry Need:

Industry labor market projections indicate continued program need. (See the "Program Need" data in the "Other Narrative Background" section on pages 3-4 for details.)

Annual meetings with Capital's Theatre Arts Advisory Council are vital to ensure our program curriculum is aligned with current industry-specific requirements. Members of this advisory council include theatre-industry professionals and hiring managers throughout Greater Hartford, transfer institution representatives, current Capital students, and administrators of feeder high schools. Capital faculty rely on feedback from the Advisory Council for curriculum development, curriculum review, and curriculum alignment with industry needs. Feedback from the Advisory Council was instrumental in the development of new curriculum in both the THR 225 Directing and THR 115 Improvisation courses.

Increase Program Enrollees and Completers:

As was explained in the "Fiscal Impact" section (see pages 7-8), though the impact of COVID is still expected to hinder significant program growth through 2021, enrollment gains are expected to increase nonetheless, due to new marketing strategies, increased local/regional community presence, optimistic employment prospects, and the potential addition of grant funding from local community partners to support program sustainability in the wake of COVID (see Table 2 for enrollment details). Furthermore, program completion is also expected to increase as the program grows (see Table 4):

Table 4: Theatre Arts AA degree option completer trends and projections.

Prior Completion Trends			Future Completion Projections		
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	1	1 (Dec 20) 3 (May 21)	8	10
Since this is a new program, and COVID delayed progress for some students, there have been few graduates so far.					

Thus, based on conservative projected increases in program enrollment and completion over the next three years and anticipated revenue and expense projections, we anticipate that the projected net earnings for the Theatre Arts AA program will total approximately \$130,834 (see Tables 2,3, and 4 for details).

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:

- n/a -

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

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

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2021-22)		Year 2 (2022-23)		Year 3 (2023-24) (after CC merger)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	\$49,248	\$14,364	\$80,294	\$27,482	\$143,682	\$50,094
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue (Annotate in narrative)	\$7,032	\$2,464	\$11,438	\$4,706	20,394	\$8,556
Total Program Revenue	\$56,280	\$16,828	\$91,732	\$32,188	\$164,076	\$58,650
<i>(plus \$3k philanthropy/grant support each year)</i>	\$73,108 + \$3,000 = \$76,108		\$123,920 + \$3,000 = \$126,920		\$222,726 + \$3,000 = \$225,726	

PROJECTED Program Expenditures*	Year 1 (2021-22)		Year 2 (2022-23)		Year 3 (2023-24) (after CC merger)	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator*)	(*see FT Faculty below)		(*see FT Faculty below)		(*see FT Faculty below)	
Faculty (Full-time, total for program) (Includes salary plus fringe)	1 FTE	\$89,734	1 FTE	\$92,426	1 FTE	\$95,199
Faculty (Part-time, total for program)	0	0	1 PTL	\$5,477	2 PTL	\$11,283
Support Staff	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	\$750	0	\$1,000	0	\$1,000
Other (Marketing)	0	\$350	0	\$350	0	\$350
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0	0	0	0
Total Annual Expenditures		\$90,834		\$99,254		\$107,832

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

Please provide any necessary annotations below:

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, the total projected net earnings over the next three years for the Theatre Arts AA degree will total approximately \$130,834.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Creative and Professional Writing (CIP Code: 23.1032 / OHE# 011247), specifically a change in modality from hybrid to online modality – leading to a Master of Fine Arts at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Creative and Professional Writing, specifically a change in modality from hybrid to online modality – leading to a Master of Fine Arts at Western Connecticut State University.

BACKGROUND

This kind of program is typically described as low-residency and Western Connecticut State University will continue to market it as such. However, for compliance with state and NECHE guidelines, the registered degree should be listed as online.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 2/23/2021	
Name of Program: Master of Fine Arts in Creative and Professional Writing Type of Credential: MFA CIP Code Number 23.1032 Title of CIP Code Creative Writing OHE# 11247		
ORIGINAL: Modality of Program - X Combined, Low Residency Program		
MODIFIED: Modality of Program - X Online *The required residencies will continue to be in person, but there is no credit attached.		
<p>Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i></p> <p>Modality for this program has not changed since its inception, but we understand that rules of categorization may have changed since 2004. This kind of program is typically described as low-residency and we will continue to market it as such. However, for compliance with state and NECHE guidelines, the registered degree should be listed as online.</p> <p>Like all low-residency programs, the MFA in Creative and Professional Writing combines distance education and in-person instruction. The in-person instruction consists primarily of the non-credit (but required) residencies, which take place in Danbury and in Dublin, Ireland. Each student takes four residencies, and, for the purposes of determining this ratio, each residency is the equivalent of one intersession or summer courses. Online instruction consists of 60 credits of online asynchronous courses and one-to-one mentorship classes (similar to tutorials). While most instruction is conducted online, on occasion mentors and students meet on campus. The number of mentorship courses happening in person varies from semester to semester, depending upon location and needs of the student.</p>		
Fiscal Impact: None.		
Institutional Contact for this Request: Anthony D'Aries	Title: MFA Program Director	Tel.: (203) 837-3252 e-mail: dariesa@wcsu.edu
Institution's Unit Offering the Program: Macricostas School of Arts and Sciences, Midtown Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services (CIP Code: 44.0701 / OHE# 002972), specifically a name change to Human Services – leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Social Services, specifically a name change to Human Services – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help Capital's Social Service Degree align with other community colleges in the CSCU system and the "Human Services" degree that will be in place in 2023 for the CT State Community College ("i.e., "one college"). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST

Institution: Capital Community College

Date of Submission to CSCU Office of the Provost: Spring 2021

Characteristics of Current Academic Program

Credit Distribution of the Program

Name of Program: **Social Services, A.S.**

Credits in General Education: 25 credits

Type of Offering (e.g. Grad Certificate, Minor, Option)

Credits in Program Core Courses: 36 credits

Associate of Science

Credits of Electives in the Field:

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

Credits of Electives:

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

Cr Special Requirements (e.g. internship):

50%

Total # Cr the Institution Requires to Award the Credential 61 credits

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

Both

CIP Code No. **440701** Title of CIP Code **Human Services, General**

OHE# 02972

Institution's Unit (e.g. School of Business) **Social and Behavioral Sciences** and Location (e.g. main campus) offering the Program: **Main Campus, 950 Main Street Hartford, CT**

Proposed New Name of Program: Human Services, A.S.

Proposed Date Name Change Becomes Effective: January 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.)

The name change will help Capital's Social Service Degree align with other community colleges in the CSCU system and the "Human Services" degree that will be in place in 2023 for the CT State Community College ("i.e., "one college"). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

Programmatic Changes (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)

No programmatic changes will incur.

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

No additional cost or resources are needed or required.

Institutional Contact for this Proposal:

Dr. Miah LaPierre Dreger, EdD

Title: Dean of Academic and Student Affairs

Tel.: 860-906-5011
e-mail: mlapierredreger@capitalcc.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service Aide (CIP Code: 44.0701 / OHE# 002491), specifically a name change to Human Services Certificate – leading to a C2 Certificate at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Social Service Aide, specifically a name change to Human Services Certificate – leading to a C2 Certificate at Capital Community College.

BACKGROUND

The name change will help this certificate at Capital align with the CCC “Human Services” parent degree, other community colleges in the CSCU system, and the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Family and Child Studies Option (CIP Code: 44.0701 / OHE# 019513), specifically a name change to Human Services: Family and Child Studies Option – leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Social Services: Family and Child Studies Option, specifically a name change to Human Services: Family and Child Studies Option – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help this degree option at Capital align with the CCC “Human Services” parent degree, with other community colleges in the CSCU system, and with the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee
04/22/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Capital Community College Characteristics of Current Academic Program Name of Program: Social Services: Family and Child Studies A.S. Option Type of Offering (<i>e.g. Grad Certificate, Minor, Option</i>) Associate of Science Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 50% Locality of Program: X On Campus Off Campus Both	Date of Submission to CSCU Office of the Provost: Spring 2021 Credit Distribution of the Program # Credits in General Education: 25 credits # Credits in Program Core Courses: 33 credits # Credits of Electives in the Field: # Credits of Electives: # Cr Special Requirements (<i>e.g. internship</i>): 3 credits Total # Cr the Institution Requires to Award the Credential 61 credits	
CIP Code No. 440701	Title of CIP Code Human Services, General	OHE# 19513
Institution's Unit (<i>e.g. School of Business</i>) Social and Behavioral Sciences and Location (<i>e.g. main campus</i>) offering the Program: Main Campus, 950 Main Street Hartford, CT		
Proposed New Name of Program: Human Services, Family and Child Studies A.S. Option		
Proposed Date Name Change Becomes Effective: January 2021		
Explanation / Justification (<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.</i>) The name change will help this degree option at Capital align with the CCC "Human Services" parent degree, with other community colleges in the CSCU system, and with the "Human Services" degree that will be in place in 2023 for the CT State Community College ("i.e., "one college"). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.		
Programmatic Changes (<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>) No programmatic changes will incur.		
Cost and Availability of Adequate Resources (<i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change</i>) No additional cost or resources are needed or required.		
Institutional Contact for this Proposal: Dr. Miah LaPierre Dreger, EdD	Title: Dean of Academic and Student Affairs	Tel.: 860-906-5011 e-mail: mlapierre-dreger@capitalcc.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Mental Health Option (CIP Code: 44.0701 / OHE# 006047), specifically a name change to Human Services: Mental Health Option – leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Social Services: Mental Health Option, specifically a name change to Human Services: Mental Health Option – leading to an Associate of Science at Capital Community College.

BACKGROUND

The name change will help this degree option at Capital align with the CCC “Human Services” parent degree, with other community colleges in the CSCU system, and with the “Human Services” degree that will be in place in 2023 for the CT State Community College (“i.e., “one college”). The CCC program coordinator will work with other Human Services program coordinators from other colleges to align program goals, objectives, and course outlines for the one college.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002596), specifically a name change to Paramedic Studies – leading to an Associate Science at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Emergency Medical Technician: Paramedic, specifically a name change to Paramedic Studies – leading to an Associate Science at Capital Community College.

BACKGROUND

The term “Emergency Medical Technician, Paramedic (EMT/Paramedic)” has not been used in the industry for more than ten years. The proper job title in the industry has been “Paramedic” and the program should reflect that since “EMT” is a very different entry-level position that does not require the extensive academic and work experience required to become a “Paramedic.”

The current name causes considerable confusion since many students apply to program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Capital Community College Characteristics of Current Academic Program Name of Program: EMT/Paramedic Type of Offering (<i>e.g. Grad Certificate, Minor, Option</i>) AS Degree Modality of Program: X On ground 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: Spring 2021 Credit Distribution of the Program # Credits in General Education: 25 # Credits in Program Core Courses: 43 # Credits of Electives in the Field: 0 # Credits of Electives: 0 # Cr Special Requirements (<i>e.g. internship</i>): (clinical internship is included in core courses) Total # Cr the Institution Requires to Award the Credential 68	
CIP Code No. 510904 Title of CIP Code Emergency Medical Technology/Technician (EMT Paramedic). OHE# 02596		
Institution's Unit (<i>e.g. School of Business</i>) Department of Health Careers and Public Safety Location (<i>e.g. main campus</i>) offering the Program: 950 Main Street, Hartford CT		
Proposed New Name of Program: Paramedic Studies		
Proposed Date Name Change Becomes Effective: Fall 2021		
Explanation / Justification (<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.</i>) <p>The term "Emergency Medical Technician, Paramedic (EMT/Paramdic)" has not been used in the industry for more than ten years. The proper job title in the industry has been "Paramedic" and the program should reflect that since "EMT" is a very different entry-level position that does not require the extensive academic and work experience required to become a "Paramedic."</p> <p>The current name causes considerable confusion since many students apply to program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.</p>		
Programmatic Changes (<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>) n/a – the program remains unchanged. The name change is necessitated by changes in the industry job titles.		
Cost and Availability of Adequate Resources (<i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change</i>) No additional cost		
Institutional Contact for this Proposal: Dr. Miah LaPierre Dreger, EdD	Title: Dean of Academic and Student Affairs	Tel.: 860-906-5011 e-mail: mlapierre-dreger@capitalcc.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002585), specifically a name change to Paramedic Studies – leading to a C3 Certificate at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Emergency Medical Technician: Paramedic, specifically a name change to Paramedic Certificate – leading to a C3 Certificate at Capital Community College.

BACKGROUND

The term “Emergency Medical Technician, Paramedic (EMT-P)” has not been used in the industry for more than ten years. The proper job title in the industry has been “Paramedic” and the program should reflect that since “EMT” is a very different entry-level position that does not require the extensive academic and work experience required to become a “Paramedic.”

The current name causes considerable confusion since many students apply to the program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: Spring 2021	
Characteristics of Current Academic Program Name of Program: Emergency Medical Technician: Paramedic ("EMT – P") Type of Offering (<i>e.g. Grad Certificate, Minor, Option</i>) C3 Certificate Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Program # Credits in General Education: # Credits in Program Core Courses: 34 # Credits of Electives in the Field: 0 # Credits of Electives: 0 # Cr Special Requirements (<i>e.g. internship</i>): (clinical internship is included in core courses) Total # Cr the Institution Requires to Award the Credential 34	
CIP Code No. 510904 Title of CIP Code Emergency Medical Technology/Technician (EMT Paramedic). OHE# 02585		
Institution's Unit (<i>e.g. School of Business</i>) Department of Health Careers and Public Safety Location (<i>e.g. main campus</i>) offering the Program: 950 Main Street, Hartford CT		
Proposed New Name of Program: Paramedic Certificate		
Proposed Date Name Change Becomes Effective: Fall 2021		
Explanation / Justification (<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.</i>) <p>The term "Emergency Medical Technician, Paramedic (EMT-P)" has not been used in the industry for more than ten years. The proper job title in the industry has been "Paramedic" and the program should reflect that since "EMT" is a very different entry-level position that does not require the extensive academic and work experience required to become a "Paramedic."</p> <p>The current name causes considerable confusion since many students apply to program believing it is an EMT course. This name change, aside from bringing the program in line with proper industry terminology, would decrease applicant confusion.</p>		
Programmatic Changes (<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>) n/a – the program remains unchanged. The name change is necessitated by changes in the industry job titles.		
Cost and Availability of Adequate Resources (<i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change</i>) No additional cost		
Institutional Contact for this Proposal: Dr. Miah LaPierre Dreger, EdD	Title: Dean of Academic and Student Affairs	Tel.: 860-906-5011 e-mail: mlapierre-dreger@capitalcc.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Paramedic: Emergency Medical Instructor Option (CIP Code: 51.0904 / OHE# 006044), specifically a name change to Paramedic Studies – leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM

Modification of a program – Paramedic: Emergency Medical Instructor Option, specifically a name change to Paramedic Studies: Emergency Medical Services Instructor – leading to an Associate of Science at Capital Community College.

BACKGROUND

This is a very minor name change in order to add the word “Services” to the title and align the prefix of this degree option name (“Paramedic Studies”) with the updated name for the parent degree.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Capital Community College	Date of Submission to CSCU Office of the Provost: Spring 2021	
Characteristics of Current Academic Program Name of Program: Paramedic: Emergency Medical Instructor Option Type of Offering (e.g. Grad Certificate, Minor, Option) A.S. option 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: 25 # Credits in Program Core Courses: 43 # Credits of Electives in the Field: 0 # Credits of Electives: 0 # Cr Special Requirements (e.g. internship): (clinical internship is included in core courses) Total # Cr the Institution Requires to Award the Credential 68	
CIP Code No. 510904 Title of CIP Code Emergency Medical Technology/Technician (EMT Paramedic). OHE# 06044		
Institution's Unit (e.g. School of Business) Department of Health Careers and Public Safety Location (e.g. main campus) offering the Program: 950 Main Street, Hartford CT		
Proposed New Name of Program: Paramedic Studies: Emergency Medical Services Instructor		
Proposed Date Name Change Becomes Effective: Fall 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.) This is a very minor name change in order to add the word "Services" to the title and align the prefix of this degree option name ("Paramedic Studies") with the updated name for the parent degree.		
Programmatic Changes (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) n/a – the program remains unchanged. The name change is necessitated by changes in the industry job titles.		
Cost and Availability of Adequate Resources (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) No additional cost		
Institutional Contact for this Proposal: Dr. Miah LaPierre Dreger, EdD	Title: Dean of Academic and Student Affairs	Tel.: 860-906-5011 e-mail: mlapierre-dreger@capitalcc.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Deaf Studies (CIP Code: 05.021123.1032 / OHE# 002725), specifically a change in modality to online – leading to a C2 Certificate at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Modification of a program – Deaf Studies, specifically a change in modality to online – leading to a C2 Certificate at Northwestern Connecticut Community College.

BACKGROUND

The Deaf Studies Certificate is currently a low completion program. Many Connecticut residents interested in working with the deaf population live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their certificate in deaf studies and have it stack into the college's Interpreter Preparation Program (ITP). In addition with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their certificate in Deaf Studies without having to commute. We are also slightly modifying the program by converting the program classes into a 7-1-7 accelerated model to ensure students can finish in 1 year regardless of prior ASL knowledge.

This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing a certificate in Deaf Studies.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost:				
Name of Program: Deaf Studies					
Type of Credential (<i>e.g.</i> Associate Degree, Grad Certificate) Certificate (C2)					
CIP Code Number 050211		Title of CIP Code Deaf Studies	OHE# 002725		
ORIGINAL: Modality of Program - X On ground Online Combined If "Combined", % of fully online courses?					
MODIFIED: Modality of Program - On ground x Online Combined If "Combined", % of fully online courses? 100%					
Explanation / Justification: (<i>Provide a concise rationale for the change request.</i>) Northwestern CT Community College has been the forerunner in education of the Deaf beginning in 1974 and implementing the Deaf Studies Certificate in 1990. The AA degree that was implemented in 1998 was terminated in 2006 due to lack of enrollment. Students still wishing to pursue an Associate's degree are encouraged to meet with an advisor to pick a degree that will enhance their knowledge in their chosen field. Many students study Early Childhood Education, a pathway towards a BA degree or even just General Studies for those who are unsure. Compared to other colleges offering a certificate in Deaf Studies , NCCC is the most cost effective. The Deaf Studies Certificate is currently a low completion program. Many Connecticut residents interested in working with the deaf population live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their certificate in deaf studies and have it stack into the college's Interpreter Preparation Program (ITP). In addition with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their certificate in Deaf Studies without having to commute. We are also slightly modifying the program by converting the program classes into a 7-1-7 accelerated model to ensure students can finish in 1 year regardless of prior ASL knowledge. This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing a certificate in Deaf Studies.					
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) There is no fiscal impact for the modification. The initial cost to purchase equipment to establish HYFLEX classrooms has already been procured (2 classrooms). This program stacks into the ITP AS Degree at NCCC.					
Institutional Contact for this Request: Sarah A. Bement			Title: Acting Program Coordinator	Tel.: 860 738-6382 e-mail: sbement@nwcc.edu	
Institution's Unit (<i>e.g.</i> School of Business) and Location (<i>e.g.</i> main campus) Offering the Program: Collegiate Education for the Deaf and Hard of Hearing, Interpreter Training Program, Deaf Studies Program. Located at the main campus Park Place Winsted, CT 06098					

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Interpreter Training Program (CIP Code: 16.1603 / OHE# 004253), specifically a change in modality to online – leading to an Associate of Science at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Modification of a program – Interpreter Training Program, specifically a change in modality to online – leading to an Associate of Science at Northwestern Connecticut Community College.

BACKGROUND

Many Connecticut residents interested in becoming interpreters live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their AS degree in interpreting and be on the path towards eligibility to interpret in the state of CT and their own home states. In addition, with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their AS degree in interpreting without having to commute.

This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing their ITP degree. The only other online Interpreter Training Program that provides courses that prepare students for the Registry of Interpreters National Interpreter Certificate exam is a Bachelor's degree at St. Catherine's University. The tuition cost is \$44,480/year. Some college may be offering online courses at this time due to COVID-19.

Fiscal Impact:

The initial cost will be purchasing equipment to establish HYFLEX classrooms. The adjunct faculty presently teaching courses will need training. As the program grows a program coordinator and 1 full time faculty will need to be hired to accommodate the increase in student population. Adjunct faculty will be hired to teach classes as they are doing presently.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost:	
Name of Program: Interpreter Training Program Type of Credential (e.g. Associate Degree, Grad Certificate) AS degree CIP Code Number 16.1603 Title of CIP Code Sign Language Interpretation and Translation OHE# 004253		
ORIGINAL: Modality of Program -	On ground Online x Combined If "Combined", % of fully online courses? 2%	
MODIFIED: Modality of Program -	On ground x Online Combined If "Combined", % of fully online courses? 100%	
<p>Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i></p> <p>Northwestern CT Community College has been the forerunner in education of the Deaf beginning in 1974 and implementing the Interpreter Training Program in 1977. Compared to other colleges offering a degree in Interpreting for the Deaf , NCCC is the most cost effective.</p> <p>Many Connecticut residents interested in becoming interpreters live at least 1 hour from NCCC's location. Making this an online program with options of on-ground attendance using HYFLEX will provide a venue for students in all states to procure their AS degree in interpreting and be on the path towards eligibility to interpret in the state of CT and their own home states. In addition, with the consolidation of the 12 community colleges in Connecticut this will provide a program for all CT residents to transfer their ASL courses to NCCC to complete their AS degree in interpreting without having to commute.</p> <p>This program will not be limited to in state or neighboring states as it will be accessible to anyone across the USA interested in pursuing their ITP degree. The only other online Interpreter Training Program that provides courses that prepare students for the Registry of Interpreters National Interpreter Certificate exam is a Bachelor's degree at St. Catherine's University. The tuition cost is \$44,480/year. Some college may be offering online courses at this time due to COVID-19.</p>		
<p>Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) The initial cost will be purchasing equipment to establish HYFLEX classrooms. The adjunct faculty presently teaching courses will need training. As the program grows a program coordinator and 1 full time faculty will need to be hired to accommodate the increase in student population. Adjunct faculty will be hired to teach classes as they are doing presently.</p>		
Institutional Contact for this Request: Sarah A. Bement	Title: acting Program Coordinator	Tel.: 860 738-6382 e-mail: sbemetn@nwcc.edu
Institution's Unit : Offering the Program: Collegiate Education for the Deaf and Hard of Hearing, Interpreter Training Program, Deaf Studies Program. Located at the main campus Park Place Winsted, CT 06098		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Business Administration (CIP Code: 52.0201 / OHE# 002970), including the addition of online modality – leading to a Master of Business Administration 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 – Master of Business Administration, including the addition of online modality – leading to a Master of Business Administration at Southern Connecticut State University.

BACKGROUND

Since the creation of our MBA Program, management education has undergone several changes over the past two decades. Employers want graduates with leadership skills and the ability to work together as teams. More importantly, whereas in the past MBA programs comprised of several stand-alone courses with large number of credits, with students left to integrate them in solving business problems, the reality of the current business practice is that MBA graduates are expected to integrate the various business disciplines in solving business/corporate problems. The proposed program does that by introducing two new integrative knowledge courses to help students learn the integrated approach to analyzing and solving problems, and prepare them to actually use the skills to solve real world business challenges

Graduates from the SCSU MBA program are found in many businesses in New Haven and elsewhere. In recent times, the concentration in Healthcare Administration has become very popular with health professionals from Yale New Haven Hospital and other health institutions in the surrounding areas. In addition, students in finance and Marketing readily find employment. Many of our accounting undergraduates, who are already employed, come back as part-time students to complete the MBA to enable them earn the 150 credits they need for their CPAs. The students in the program are mainly employed and are seeking upward movement; the MBA is a way to improve managerial skills for promotion or to perform better at work.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: SCSU

Date of Submission to CSCU Office of the Provost: 2.24.21

Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017

Original Program Characteristics

CIP Code No. 52.0201 **Title of CIP Code Business**

Administration and Management

Name of Program: MBA

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: Fall 2005 **OHE#:** 002970

Modality of Program: On ground Online ☒ Combined

If "Combined", % of fully online courses? 30

Locality of Program: ☒ On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 39

Credits in Program Core Courses:

Credits of Electives in the Field:

Credits of Free Electives: 9

Cr Special Requirements (include internship, etc.): 3

Total # Cr in the Program (sum of all #Cr above): 51

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 51

Type of Program Modification Approval Being Sought (mark all that apply):

☒ Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

☒ Offering of Program Using an Alternate Modality (e.g. from on ground to online)

Change of Degree Title or Program Title

*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."

Modified Program Characteristics

Name of Program: MBA

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

Certificate¹: (specify type and level)

Program Initiation Date: Fall 2021

Modality of Program: ☒ On ground ☒ Online ☒ Combined

If "Combined", % of fully online courses 30

Locality of Program: ☒ On Campus Off Campus Both

Modified Program Credit Distribution

Credits in General Education:

Credits in Program Core Courses: 30

Credits of Electives in the Field: 12

Credits of Free Electives:

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

Total # Cr in the Program (sum of all #Cr above): 42

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33

Total Number of courses and course credits to be modified by this application: 27

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:

- 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: Benjamin A Abugri
mail: abugri1@southernct.edu

Title: Program Director **Tel.:** 25171 **e-**

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

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

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)

Since the creation of our MBA Program, management education has undergone several changes over the past two decades. Employers want graduates with leadership skills and the ability to work together as teams. More importantly, whereas in the past MBA programs comprised of several stand-alone courses with large number of credits, with students left to integrate them in solving business problems, the reality of the current business practice is that MBA graduates are expected to integrate the various business disciplines in solving business/corporate problems. The proposed program does that by introducing two new integrative knowledge courses to help students learn the integrated approach to analyzing and solving problems, and prepare them to actually use the skills to solve real world business challenges. In addition, the two new integrative knowledge courses are designed to incorporate the content of the courses that were removed from the required list of courses in the old program. This is done to ensure that the reduction in credits does not reduce the content of knowledge students learn in the new MBA program. In addition, the Integrative Knowledge II course will incorporate a capstone experience project to be used by the MBA program for assessment and as a capstone term project.

In the spirit of continuous improvement, SCSU added a hybrid, full-time accelerated MBA program in 2014. Last year, the dean assembled an interdisciplinary group of faculty to research best practices in MBA programs in peer and aspirant institutions. Faculty reviewed: curricula, modes of delivery, cost and other factors. As result of their research, this new program was developed.

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). New Haven is a large urban area with many businesses located in and around it. Providing an accessible affordable high quality management education is essential to provide needed labor for businesses like Sikorsky, Yale, Assa Abloy all of which are employers of our graduates.
- How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location? The program already exists and has done well for over thirty years. It is an interdisciplinary program with no faculty of its own; it uses the excellent faculty in the various business departments (Accounting, Economics, Finance, Business Information Systems, Management and Marketing). In using the existing faculty and resources, the MBA program Offers concentrations in Accounting, Finance, Health Care Administration, International Business, Management and Marketing to our students.
- 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) **None**
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided: The MBA program is a well-established program at SCSU. While there are other programs in the system, the program at SCSU is not duplication. For the past 30 plus years, it has served mainly students from the New Haven and nearby counties.
- Please provide a description/analysis of employment prospects for graduates of this proposed program Graduates from the SCSU MBA program are found in many businesses in New Haven and elsewhere. In recent times, the concentration in Healthcare Administration has become very popular with health professionals from Yale New Haven Hospital and other health institutions in the surrounding areas. In addition, students in finance and Marketing readily find employment. Many of our accounting undergraduates, who are already employed, come back as part-time students to complete the MBA to enable them earn the 150 credits they need for their CPAs. The students in the program are mainly employed and are

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM
seeking upward movement; the MBA is a way to improve managerial skills for promotion or to perform better at work.

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

	<i>Original</i>		<i>Modified</i>	
	Course	Credits	Credits	Credits
MBA	500	3		
MBA	501	3	501	3
MBA	502	3	502	3
MBA	503	3	503	3
MBA	504	3	504	3
MBA	505	3	505	3
MBA	506	3	506	3
MBA	507	3	507	3
MBA	542	3	591	3
MBA	548	3	592	6
MBA	552	3		
MBA	562	3		
MBA	565	3		
MBA	Free/Concentration	3	Free/Concentration	3
MBA	Free/Concentration	3	Free/Concentration	3
MBA	Free/Concentration	3	Free/Concentration	3
MBA	Free/Concentration	3	Free/Concentration	3
	Capstone Assessment			
Total Credits		51		42
Dropped	18		New Courses	9
New Courses	9		Existing Courses	33
Modifications	27			

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.)

None

Description of Resources Needed (As appropriate please summarize faculty and administrative resources, library holdings, specialized

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

equipment, etc. Details to be provided in the next section, as appropriate)

None besides what already exists.

Other Considerations

Reducing the number of credits & introducing integrating courses, make program more attractive to students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2017		Fall Term, Year 2018		Fall Term, Year 2019	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	1	1	2	1	2
New Students	29	14	34	11	34	11
Returning Students	47	53	33	41	33	41
ACTUAL Headcount Enrollment	77	68	68	54	68	54
Fall FTE accounted for by Program Majors	96 (1151/12)		85 (1018/12)		81 (975/12)	
Size of Credentialed Group(s) for Given Year						

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		
MBA 501 Business Economics	2, 4	None	3			
MBA 502 Statistical Decision Making	2, 4	below	3			
MBA 503 Managerial Finance	2, 4	None	3			
MBA 504 Organizational Behavior	3	None	3			
MBA 505 Marketing Management	2, 4	None	3			
MBA 506 Financial and Managerial Acc.	2, 4	None	3			
MBA 507 Legal Issues in Bus & Mgt	3	None	3			
MBA 591 Integrated Knowledge I	3, 4		3			
MBA 592 Integrated Knowledge II	3, 4		6			
Core Course Prerequisites				Elective Courses in the Field		
MBA 502- prior knowledge of descriptive statistics				Free Elective		3
MBA 592- completion of MBA 591				Free Elective		3

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

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

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

Total Other Credits Required to Issue Modified Credential

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

1. Able to integrate experience and learning to analyze and synthesize information across disciplines/functions in order to evaluate business situations and make sound, data-driven business recommendations and decisions
2. Able to construct logical, relevant, and professional communications both individually and collaboratively with work team members through the effective application of leadership and team theories.
3. Able to demonstrate the impact of various stakeholders on business decisions by demonstrating an awareness and comprehension of social, ethical, and cultural issues through both a global and domestic lens as it affects business decision making
4. Able to apply appropriate management science and statistical tools and technologies to analyze business conditions and devise strategies for effectively responding to problems, threats, and opportunities
- 5.
- 6.
- 7.

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:

Program modifications will not cause change in school budget. No additional faculty, staff or space will be required.

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

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

PROJECTED Program Revenue	Fall 20__	Fall 20__	Fall 20__
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ -	\$ -	\$ -

Attached on next page to

PROJECTED Program Expenditures*	Fall 20__	Fall 20__	Fall 20__
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			

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

Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ -	\$ -	\$ -

*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.

Southern Connecticut State University
MBA - Actual Enrollment and Revenue FY2018 to FY2020

ENROLLMENT

	FY2018						FY2019						FY2020					
	Actual						Actual						Actual					
	Fall 2017 FT	Fall 2017 PT	Winter Session 2018 Part Time	Spring 2018 FT	Spring 2018 PT	Summer 2018 PT	Fall 2018 FT	Fall 2018 PT	Winter Session 2019 Part Time	Spring 2019 FT	Spring 2019 PT	Summer 2019 PT	Fall 2019 FT	Fall 2019 PT	Winter Session 2020 Part Time	Spring 2020 FT	Spring 2020 PT	Summer 2020 PT
Internal Transfers in from Other SCSU Programs (NOT Incremental Revenue & NOT included in calculation of Program Revenue).	1.00	1.00			1.00	1.00	1.00	2.00	2.00	1.00	2.00		3.00	1.00				
New Students	29.00	14.00	1.00	8.00	8.00	7.00	34.00	11.00	1.00	8.00	6.00	5.00	29.00	12.00		11.00	2.00	
Continuing Students (Within Biotech Program).	47.00	53.00	9.00	51.00	63.00	49.00	33.00	41.00	6.00	41.00	47.00	43.00	33.00	34.00	1.00	34.00	58.00	
ACTUAL Headcount Enrollment	77.00	68.00	10.00	59.00	72.00	57.00	68.00	54.00	9.00	50.00	55.00	48.00	65.00	47.00	1.00	45.00	60.00	
PROJECTED FTE (at Licensing)																		

FY20201						FY2022						FY2023					
PROJECTED						PROJECTED						PROJECTED					
Fall 2020 FT	Fall 2020 PT	Winter Session 2021 PT	Spring 2021 FT	Spring 2021 PT	Summer 2021 PT	Fall 2021 FT	Fall 2021 PT	Winter Session 2022 PT	Spring 2022 FT	Spring 2022 PT	Summer 2022 PT	Fall 2022 FT	Fall 2022 PT	Winter Session 2023 PT	Spring 2023 FT	Spring 2023 PT	Summer 2023 PT
3.00	1.00					3.00	1.00					3.00	1.00				
29.00	12.00		11.00	2.00	11.00	32.00	12.00		13.00	2.00	11.00	37.00	12.00		18.00	2.00	11.00
33.00	34.00	1.00	34.00	58.00	32.00	33.00	34.00	1.00	37.00	58.00	32.00	37.00	34.00	1.00	42.00	58.00	32.00
65.00	47.00	1.00	45.00	60.00	43.00	68.00	47.00	1.00	50.00	60.00	43.00	77.00	47.00	1.00	60.00	60.00	43.00

PROGRAM REVENUE	FY2018		FY2019		FY2020		FY21		FY22		FY23	
	Actual		Actual		Actual		Projected		Projected		Projected	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Does not include Internal Transfers)	\$ 982,486	\$ 827,739	\$ 930,495	\$ 706,065	\$ 753,173	\$ 669,147	\$ 783,347	\$ 696,153	\$ 841,915	\$ 696,153	\$ 981,014	\$ 696,153
Program-Registration Fee	\$ 6,985	\$ 11,220	\$ 6,380	\$ 8,525	\$ 5,885	\$ 8,250	\$ 5,940	\$ 8,800	\$ 5,885	\$ 7,645	\$ 5,885	\$ 8,250
Actual & Projected Program Revenue	\$1,828,440		\$1,851,465		\$1,436,455		\$1,494,240		\$1,551,596		\$1,881,302	

Program Expenditures	FY2018		FY2019		FY2020		FY21		FY22		FY23	
	Actual		Actual		Actual		Projected		Projected		Projected	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Full Time		168,068		181,659		172,346		180,664		180,664		180,664
Lecturers - Teaching		52,708		54,603		52,353		56,870		56,870		56,870
Lecturers - Non Teaching		23,911		26,501		28,838		52,133		52,133		52,133
Graduate Assistants		8,600		8,600		14,400		14,400		14,400		14,400
University Assistants				18,040		14,053		14,053		14,053		14,053
Student Labor						816		816		816		816
Student Benefits		108,165		135,178		129,454		151,887		151,887		151,887
Other Expenses		73,912		73,743		38,929		40,000		40,000		40,000
Marketing / Advertising								10,000		10,000		10,000
Estimated Indirect Costs @ 18% net of Fringe Benefits		59,090		73,304		65,076		73,681		73,681		73,681
Total Annual Expenditures		\$485,533		\$615,725		\$559,065		\$834,904		\$834,904		\$834,904
Net Surplus (Deficit)	\$1,332,907		\$1,035,740		\$877,390		\$859,336		\$816,694		\$1,056,398	

Assumptions / Notes:

- 1) The Full Time and Part Time rates used in the calculations were the approved rates for the applicable fiscal year.
- 2) Students taking 9 or more credits during the summer and Spring at the full time rate, but are not classified as Part Time students because their course is not pay for credit hours are included in the allocation of the State Appropriation we receive from the state, only Fall & Spring semester FT enrollment counts are included in the allocation formula.
- 3) Actual expenses consist of MBA and AMBA totals by fiscal year per Banner.
- 4) For purposes of accurate comparison, tuition rates and expenses have not been increased in the FY22 and FY23 projections.
- 5) The only incremental expenses beginning in FY21 are for the MBA Recruiter who is paid as a Non-Teaching adjunct at \$22,074 per year and \$10,000 for Marketing/Advertising expenses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Spanish (CIP Code: 16.0905 / OHE# 000636) – specifically the fusing of the B.S. and B.A. degrees into one B.S. with four concentrations 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 – Spanish, specifically the fusing of the B.S. and B.A. degrees into one B.S. with four concentrations – leading to a Bachelor of Arts or Bachelor of Science at Southern Connecticut State University.

BACKGROUND

The Department of World Languages and Literatures (WLL) proposes revising the current degrees of B.A. and B.S. in Spanish for students interested in pursuing clear pathways to employment. The revised program will fuse the B.S. and B.A. degrees into one B.S. with 4 concentrations: 1) Teacher Certification 7-12; 2) Hispanic Studies; 3) Health and Human Service Professionals, and 4) Translation Studies. While the concentration in Teacher Certification 7-12 will be revised from the current B.S. in Spanish 7-12 program, the revision of the other three concentrations (Hispanic Studies; Health and Human Service Professionals; and Translation Studies) will be based on the foundational curriculum of the current B.A. in Spanish program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The 2008 recession, increased tuition costs, and the student loan crisis have produced a nation-wide "crisis in the humanities," or a trend among students to choose majors that offer clear pathways to post-graduation employment. The downward trend in student interest in the Humanities suggests that a dramatic curricular overhaul is needed to continue the offering of Spanish majors at SCSU and grow our numbers through strategic recruitment. The WLL department is proposing to fuse the current BS and BA programs so that we can continue to offer Spanish as a major at SCSU while at the same time making students workforce ready by creating three of four concentrations that prepare students for the workforce.

It is important to note that not all of these concentrations are new. SCSU has long been offering a BS in Spanish, which has always been our Teacher Certification program. The new B.S. in Spanish fuses the current BS program in Teacher Certification with the three other new concentrations submitted along with this application. Certified Spanish Teachers constitute a teacher shortage area in the State of Connecticut. SCSU's program will continue to help the state remedy the teacher shortage in the same way that it has been doing for years.

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.

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

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 2/24/21
Most Recent NECHE Institutional Accreditation Action and Date: Mid-term progress, 2015	
Original Program Characteristics CIP Code No. 160905 Title of CIP Code Spanish Name of Program: Spanish Degree: Title of Award (e.g. Master of Arts) BA/BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: 000636 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 18 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): 3 cognate Total # Cr in the Program (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:
Type of Program Modification Approval Being Sought (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title * Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
Modified Program Characteristics Name of Program: Spanish – 4 concentrations Degree: Title of Award (e.g. Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: Fall2021 Modality of Program: <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> x Combined If "Combined", % of fully online courses? 25% Locality of Program: <input checked="" type="checkbox"/> x On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Modified Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 12 # Credits of Electives in the Field: 18 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): Total # Cr in the Program (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: 30
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: K12 Teaching Certificate CIP: 131205 OHE#: 004421 Accreditation Date: Phase Out Period 2021-2025 Date of Program Termination June 2025	
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. Robert S. Prezant Title: Provost & VPAA Tel.: (203) 392-5350 e- mail: prezantr1@southernct.edu	

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

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

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 Department of World Languages and Literatures (WLL) proposes revising the current degrees of B.A. and B.S. in Spanish for students interested in pursuing clear pathways to employment. The revised program will fuse the B.S. and B.A. degrees into **one B.S. with 4 concentrations**: 1) Teacher Certification 7-12; 2) Hispanic Studies; 3) Health and Human Service Professionals, and 4) Translation Studies. While the concentration in Teacher Certification 7-12 will be revised from the current B.S. in Spanish 7-12 program, the revision of the other three concentrations (Hispanic Studies; Health and Human Service Professionals; and Translation Studies) will be based on the foundational curriculum of the current B.A. in Spanish program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The 2008 recession, increased tuition costs, and the student loan crisis have produced a nation-wide "crisis in the humanities," or a trend among students to choose majors that offer clear pathways to post-graduation employment. The downward trend in student interest in the Humanities suggests that a dramatic curricular overhaul is needed to continue the offering of Spanish majors at SCSU and grow our numbers through strategic recruitment. The WLL department is proposing to fuse the current BS and BA programs so that we can continue to offer Spanish as a major at SCSU while at the same time making students workforce ready by creating three of four concentrations that prepare students for the workforce.

The new concentrations also closely align with the institutional mission at SCSU, which serves as “*an intentionally diverse and comprehensive university committed to academic excellence, access, social justice, and service for the public good. The university regards student success as its highest priority and seeks to instill in all students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society.*” Additionally, this program serves several key components of the Connecticut State Colleges and University’s Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

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)*

It is important to note that not all of these concentrations are new. SCSU has long been offering a BS in Spanish, which has always been our Teacher Certification program. The new B.S. in Spanish fuses our current BS program in Teacher Certification with the three other new concentrations we have submitted along with this application. Certified Spanish Teachers constitute a teacher shortage area in the State of Connecticut. Our program will continue to help the state remedy the teacher shortage in the same way that we have been doing for years.

The Spanish teacher shortage in Connecticut is evidenced by a large volume of job postings and job requests made to us by district coordinators and superintendents. During the fall 2020 semester alone, over 10 district stakeholders contacted the chairperson of the Department of World Languages and Literatures to inquire as to whether we had any students who might be able to take over vacant Spanish teaching positions in neighboring

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school districts. The global pandemic seems to have only exacerbated the Spanish teacher shortage, as more veteran teachers retire without a sufficient supply of new Spanish teachers to take their place.

However, the teacher shortage exacerbated by the global pandemic and is not the only challenge to providing a strong Spanish teacher workforce. Given the demographic shifts in Connecticut, where we are experiencing significant growth in Spanish-speaking residents, the teacher shortage is likely to become even more pronounced as high school language programs discontinue language offerings in languages like Italian and French and expand on their offerings in Spanish to better prepare students for the changing linguistic landscape in the state. The Hispanic population is Connecticut's largest minority groups and comprises 16.9% of our state population. According to Werner Oyanadel, Acting Executive Director of Connecticut's Latino and Puerto Rican Affairs Commission, the Latino population has increased nearly 50% in Connecticut in the last decade, which is approximately 12 times faster than the general population.² In 2012, the Pew Research Center noted that one in four of the country's newborns were Hispanic, and by 2060 Hispanics will constitute 31% of the nation's population. This tremendous growth clearly demonstrates the need to create teachers able to teach Spanish language and Spanish-speaking cultures in grades 7-12. As a result, there will likely be an increased need to teach heritage speakers of Spanish in order to continue their literacy development in their native language of Spanish, and thus proffer countless cognitive, social, and academic benefits. Some of these same students will then be perfectly positioned upon subsequent admission to SCSU to enroll in the BS in Spanish, Teacher Certification Concentration and serve as future Spanish teachers in the State of Connecticut, thus helping to address a critical workforce need.

The addition of concentrations in Spanish for Health and Human Service Professionals as well as in Translation Studies is based on the American Medical Association (AMA)'s research that indicates that the burden of language proficiency now falls within the ethical code of conduct for doctors and nurses who wish to serve a rapidly diversifying population. To this end, the AMA is strongly encouraging the integration of language and cultural studies into medical programs nationwide. As the Hispanic population continues to grow, and our country places a greater emphasis on Spanish communication, programs such as this one will be a crucial step forward in the overall well-being of our diverse citizenry here in Connecticut.³

Development of a unique concentration in Spanish for Health and Human Service Professionals will attract candidates from a wide range of disciplines here at the University as noted above. These efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the rapidly diversifying population of Connecticut and beyond. It also has direct implications on the earning potential of our graduates. Research suggests that individuals who speak more than one language stand out as unique, highly-qualified potential employees.⁴ Those who speak multiple languages have also reported an average annual household income that is \$10,000 more than the household who speaks only English.⁵ SCSU anticipates that this program will also provide an opportunity for current and prospective health and human service professionals to increase their earning potential and success in the workplace, as it is anticipated that many students majoring in Health and Human service majors will likely choose this concentration as a second 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?

The BS in Spanish with four concentrations allows SCSU to continue providing an accessible, affordable, and relevant educational experience in the field. The WLL Department is the largest language department in the

² [Hartford Courant, "State's Hispanic Population Tops 500,000", Denise Buffa, June 13, 2013](#)

³ [AMA Journal of Ethics, Virtual Mentor, April 2008, Volume 10, Number 4: 211-216.](#)

⁴ [Yahoo, "How Being Bilingual Can Boost Your Career", Paula Andruss, March 2008.](#)

⁵ [Yahoo, "How Being Bilingual Can Boost Your Career", Paula Andruss, March 2008.](#)

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CSCU system and has two state-of-the-art language laboratories that students in the BS in Spanish program will use in completing coursework.

For example, the BS in Spanish with a concentration in Translation Studies allows SCSU to take a leadership role in providing professionally-oriented BS programs through the WLL Department with a curriculum that provides an accessible, affordable, and relevant educational experience.

Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming teachers. However, it is anticipated that this concentration, as with the other three, will be especially popular amongst SCSU's growing Latinx population, which arrives at SCSU often with a strong foundation in Spanish language and a keen sense of Latinx culture that these students can draw on in their future careers as teachers, translators and health and human service professionals. Our efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the middle and high school students of the state of Connecticut, and by extension, our rapidly increasing Spanish-speaking population.

In addition, the University has assembled an Advisory Board of both industry and academic representatives to provide strategic guidance upon creating our Certificate in Spanish and Latino Cultures for Health Professionals program several years ago. This Advisory Board will continue to provide recommendations on coursework and necessary skills that students will need to know in order to provide high-impact job performance and translation services as we prepare to launch this program.

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

Our current BS in Spanish program is not a part of the TAP agreement we have with the community colleges. If this program is approved, we will seek approval to make all four BS in Spanish concentrations, including Teacher Certification, a part of the TAP agreement, as the majority of our transfer students coming in with a Spanish major currently choose the Teacher Certification program.

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

All three of our sister institutions within the CSCU system offer a pathway to become a state-certified Spanish teacher. SCSU already has a Teacher Certification program in Spanish, therefore this is not a duplication of a program.

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

Students who graduate from the BS Spanish with a concentration in Teacher Certification will be prepared to work as Spanish teachers in grades 7-12. As noted before, there is currently a shortage of certified language teachers in the State of Connecticut. SCSU has long been helping the state prepare teachers to meet the workforce demand; the continuation of this vital program will assure that we continue to prepare this valuable set of future language teachers. In addition, given the rapidly changing population demographics, we anticipate that many of the state's high schools will continue to build Spanish programs in elementary, middle and high schools, a move that reflects the changing demographics in the state and parents' and students' perceived need to learn the language to prepare the state's workforce.

The target population for the BS in Spanish with a concentration in Translation Studies will include a combination of current undergraduate students already enrolled in BA in Spanish program who have expressed

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an interest in this track, as well as new students with an interest in pursuing a language major with a clear career outcome. We also anticipate that this new concentration will be popular with SCSU's growing Latinx student population, many of whom already have some language proficiency in Spanish and would be attracted to the prospect of a career path integrating their strong foundation in Spanish language proficiency and Latinx cultural understanding necessary for success in this career. The skills taught in this program will help the state and its many industries and agencies to better serve the local, regional and national Hispanic population, which will continue to rise significantly.

The target population for the BS in Spanish with a concentration in Health and Human Service Professionals will include a combination of current undergraduate students already enrolled in our minor in Medical Spanish as well as students currently pursuing majors in health and human service fields who are likely to want to double major in this new concentration. SCSU anticipates attracting current students within their nursing, pre-medical, exercise science, communication disorders, psychology, social work and public health majors. This degree will both broaden career prospects for these students, but also strengthen their applications for future employment. Through the guidance of our External Advisory Board, the University will continue to reach out to both administrators and practitioners within regional healthcare settings to create internship opportunities in the community and place graduates in jobs in the region. The skills taught in this program will help all healthcare employers to better serve the local Hispanic population and meet the new legislative requirements nationally.

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

Original program:

Requirements:

SPA 101 - Spanish II or SPA 106 - Spanish Language Practice in Spain

SPA 200 - Spanish III or SPA 206 - Spanish Culture in Spain

SPA 210 - Spanish IV-Latino America

SPA 300 - Composition

Take a minimum of 2 additional 300-level SPA courses.

Take a minimum of 2 additional 400-level SPA courses.

Take additional 300-level and/or 400-level SPA courses to complete the 30-credit major.

Modified BS program: (Concentration: Teacher Certification 7-12)

Requirements (the bold requirements are the same in the 4 concentrations):

Select one from:

- SPA 101 - Spanish II
- SPA 106 - Spanish Language Practice in Spain

Select one from

- SPA 200 - Spanish III
- SPA201 – Medical Spanish
- SPA 206 - Spanish Culture in Spain

Take:

- SPA 210 - Spanish IV-Latino America

Take:

- SPA 300 – Composition

Take:

- SPA405– Advanced Speaking and Writing Development

Take additional 300-level and/or 400-level SPA courses to complete the 30-credit major.

Modified BS program (Concentration: Hispanic studies):

Requirements (same as above):

Take:

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- SPA 300 - Composition

Take additional 300-level and/or 400-level SPA courses to complete the 30-credit major.

Take a 3-credit LIT course as cognate requirement

Modified BS program: (Concentration: Translation Studies)

Requirements (same as above):

Take:

- SPA 300 – Composition

Take:

- SPA 410 – Theory and Practice of Translation

Take:

- SPA 411 – Professional Translation

Take:

- SPA 440 – Translation Practicum

Take additional 300-level and/or 400-level SPA courses to complete the 30-credit major.

Take a 3-credit LIT course as cognate requirement

Modified BS program: (Concentration: Health and Human Service Professionals)

Requirements (same as above):

Select two from:

- SPA 300 – Composition
- SPA301 – Conversation
- SPA305 – Conversation for Heritage Speakers

Take:

- SPA 318 – Spanish for Professions

Take:

- SPA 397 – Internship

Take:

- SPA 410 – Theory and Practice of Translation

Take:

- SPA 411 – Professional Translation

Take additional 300-level or 400-level SPA courses to complete the 30-credit major.

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.)*

25% of the courses will be delivered remotely in order to better meet students' needs.

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)*

N/A The program currently employs 7 full time Spanish faculty.

Other Considerations

N/A

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Previous Three Years Enrollment and Completion for the Program being Modified

Academic Program	3-Yr Average	Other Measures of Outcomes (Productivity) SCSU is reporting 1. Total # of certificates or degrees awarded in the past 5 years (AY 2016/17 to 2019/20) and 2. Average time to completion.
Spanish, B.A.	10.3	1. Total # degrees awarded in the past 5 years = 63 2. Average time to completion = 4.72
Spanish, B.S. (7-12)	3.6	1. Total # degrees awarded in the past 5 years = 14 2. Average time to completion = 3.39

Program/Concentration/STYP	Fall 2017				Fall 2018				Fall 2019			
	Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		Part-Time	
	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits	Students	Credits
[SPAN] Spanish	2	19	11	48	1	9	7	31			4	15
Continuing	2	19	9	39	1	9	7	31			3	12
New			2	9							1	3
No Concentration	1	9	1	3								
Continuing	1	9	1	3								
New												

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Curriculum Details for a Program Modification (to be used as appropriate for specific modification request) ⁶						
Course Number and Name ⁷	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SPA101 or SPA106		SPA100 ⁸	3			
SPA200 or SPA201 ⁹ or SPA206		SPA101 ¹⁰	3			
SPA210		SPA200 ¹¹	3			
Select two from SPA300, SPA301 and SPA305*		SPA210 ¹²	6*			
Core Course Prerequisites				Elective Courses in the Field		
				Additional 300-level and/or 400-level SPA courses (depending upon concentration)		15
Total Other Credits Required to Issue Modified Credential						
*Variations in 300/400 courses based on concentration selected						
<p>Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</p> <p>Students who graduate with a B.S. in Spanish will be able to reach the Advanced Low level on the ACTFL proficiency scale. Upon graduation, students will be able to do the following in the target language:</p> <ol style="list-style-type: none"> 1. participate in most informal and some formal conversations on topics related to school, home, and leisure activities and on some topics related to employment, current events, and matters of public and community interest (communicative competence) 2. understand short conventional narrative and descriptive texts with a clear underlying structure, understanding the main facts and some supporting details (listening ability) 3. understand the main ideas and some supporting details of conventional narrative and descriptive texts with a clear underlying structure and high-frequency vocabulary and structures (reading ability) 4. speak by combining and linking sentences into connected discourse of paragraph length, handling appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events (speaking ability) 5. complete written work in the target language in basic work/academic scenarios, narrating and describing in major time frames with some control, and composing simple summaries on familiar topics (writing ability) 						

⁶ 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.

⁷ Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

⁸ SPA 100, two years of high school Spanish, or placement exam.

⁹ SPA201-Medical Spanish is added as an option across all four concentrations.

¹⁰ SPA 101 or C or better in SPA 106 or three years of secondary school Spanish, or placement exam.

¹¹ SPA 200 or SPA 206 or four years of secondary school Spanish, or placement exam.

¹² SPA 210 or placement exam.

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6. explain some diversity among cultural products (such as literary works, films, music and the arts) and practices and how it relates to cultural perspectives (intercultural competence)
7. use communicative strategies such as rephrasing and circumlocution (strategic ability)

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:

No additional resources needed.

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PROJECTED Enrollment	FY 2022					Total FY22	FY 2023					Total FY23	FY 2024					Total FY24			
	Fall 2021 Semester		Spring 2022 Semester		Summer 2022		Fall 2022 Semester		Spring 2023 Semester		Summer 2023		Fall 2023 Semester		Spring 2024 Semester		Summer 2024				
	FT	PT	FT	PT	PT		FT	PT	FT	PT	PT		FT	PT	FT	PT	PT				
	FT	PT	FT	PT	PT		FT	PT	FT	PT	PT		FT	PT	FT	PT	PT				
Internal Transfers (from other programs within SCSU)	29.00	3.00	29.00	3.00	3.00		23.00	3.00	23.00	3.00	3.00		19.00	3.00	19.00	3.00	3.00				
New Students (first time matriculating)	12.00	3.00	12.00	3.00	3.00		14.00	6.00	14.00	6.00	6.00		16.00	8.00	16.00	8.00	8.00				
Continuing Students							12.00	3.00	12.00	3.00	3.00		26.00	9.00	26.00	9.00	9.00				
Headcount Enrollment	41.00	6.00	41.00	6.00	6.00		49.00	12.00	49.00	12.00	12.00		61.00	20.00	61.00	20.00	20.00				
Total Estimated FTE per Year																					
PROJECTED Program Revenue	FY 2022						FY 2023						FY 2024								
	Fall 2021 Semester		Spring 2022 Semester		Summer 2022		Fall 2022 Semester		Spring 2023 Semester		Summer 2023		Fall 2023 Semester		Spring 2024 Semester		Summer 2024				
	FT	PT	FT	PT	PT		FT	PT	FT	PT	PT		FT	PT	FT	PT	PT				
Tuition	\$242,761	\$22,032	\$242,761	\$22,032	\$22,032		\$290,129	\$44,064	\$290,129	\$44,064	\$44,064		\$361,181	\$73,440	\$361,181	\$73,440	\$73,440				
Program Specific Fees (lab fees, etc.)																					
Other Revenue (Registration Fee @ \$55 per student per session)	\$2,255	\$330	\$2,255	\$330	\$330		\$2,695	\$660	\$2,695	\$660	\$660		\$3,355	\$1,100	\$3,355	\$1,100	\$1,100				
Total Annual Program Revenue	\$267,378		\$267,378		\$22,362	\$557,118	\$337,548		\$337,548		\$44,724	\$719,820	\$439,076		\$439,076		\$74,540	\$952,692			
							Footnotes:														
PROJECTED Program Expenditures																					
	FY 2022		FY 2023		FY 2024																
Salary - 3.3 Faculty FTE's	\$313,562		\$313,562		\$313,562																
Fringe Benefits on above @ 57.3%	179,707		179,707		179,707																
Marketing/Advertising	\$12,000		\$15,000		\$10,000																
Overhead @ 18% of Salary & OE	58,601		59,141		58,241																
Total Expenditures per Year	\$563,870		\$567,410		\$561,510																
Surplus / (Deficit)	(\$6,752)		#####		\$391,182																

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – School Health Education (CIP Code: 13.1307 / OHE# 000623), specifically 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 – School Health Education, specifically the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

The School Health Education MS Program is the only graduate program with a focus in school health education in Connecticut and one of the few in the northeast region. This unique distinction positions the program well to meet market needs. Current workforce trends in preK-12 public schools indicate the need for an increase in certified health education teachers. These trends are driven by such influences as a new one credit high school graduation requirement for students in Connecticut and that many districts are requiring physical educators to also hold a teaching certification in health education. Students who successfully complete the MS in School Health Education are eligible for a cross-endorsement in health education thus meeting the stated need in school districts.

These workforce trends drive the need for a minor revision to modify instructional modality. Many applicants and students have indicated that an online course delivery format is preferred. A transition to a fully online program will result in greater flexibility and contribute to an increased number of health educators prepared to lead and teach preK-12 school health education programs, hence broadening the workforce. Offering this program online will also increase the number of applicants within Connecticut, and also expand the applicant reach to other states; particularly the border states. This change will support the institution goals of increasing graduate enrollment, developing a prepared workforce, and increasing affordability and accessibility for students while reflecting the most recent professional trends and standards.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – 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: 2.24.21	
Name of Program: School Health Education		
Type of Credential (e.g. Associate Degree, Grad Certificate) Master's Degree		
CIP Code Number 131307	Title of CIP Code School Health Education	OHE# 000623
ORIGINAL: Modality of Program - On ground Online X Combined If "Combined", % of fully online courses? 20%		
MODIFIED: Modality of Program - On ground X Online Combined If "Combined", % of fully online courses? 100%		
Explanation / Justification: (Provide a concise rationale for the change request.) <p>The School Health Education MS Program is the only graduate program with a focus in school health education in Connecticut and one of the few in the northeast region. This unique distinction positions the program well to meet market needs. Current workforce trends in preK-12 public schools indicate the need for an increase in certified health education teachers. These trends are driven by such influences as a new one credit high school graduation requirement for students in Connecticut and that many districts are requiring physical educators to also hold a teaching certification in health education. Students who successfully complete the MS in School Health Education are eligible for a cross-endorsement in health education thus meeting the stated need in school districts.</p> <p>These workforce trends drive the need for a minor revision to modify instructional modality. Many applicants and students have indicated that an online course delivery format is preferred. A transition to a fully online program will result in greater flexibility and contribute to an increased number of health educators prepared to lead and teach prek-12 school health education programs, hence broadening the workforce. Offering this program online will also increase the number of applicants within Connecticut, and also expand the applicant reach to other states; particularly the border states. This change will support the institution goals of increasing graduate enrollment, developing a prepared workforce, and increasing affordability and accessibility for students while reflecting the most recent professional trends and standards.</p>		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) No additional resources are required for this transition.		
Institutional Contact for this Request: Dr. Bonnie Edmondson	Title: Associate Professor, Graduate Program Coordinator	Tel.: 203-392-5360 e-mail: edmondsonb1@southernct.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Health and Human Services, Department of Health and Movement Sciences, 501 Crescent Street, New Haven, CT 06515		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Clinical Documentation Improvement (CIP Code: 51.0707, OHE# TBD) – leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Clinical Documentation Improvement, leading to a C3 Certificate at Charter Oak State College.

BACKGROUND

Clinical Documentation Improvement (CDI) is a growing area in healthcare that is related to Nursing, Health Information Management, and Medical Coding, all of which are current programs at Charter Oak State College.

Many hospitals and regulatory agencies have recognized that a focus on quality clinical documentation integrity can improve financial reimbursement and patient care. Hospitals are implementing Clinical Documentation Improvement Programs to solve issues that occur due to incomplete or ineffective documentation, yet there are not college programs that teach the skills needed for this role in healthcare organizations.

The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Science and Technology Department:

- Expert faculty
- Established curriculum
- Strong degree programs that the certificate students may want to take advantage of after the completion of their certificate.

This certificate is especially attractive to Charter Oak because current students in the Health Information Management, Health Care Administration, and RN to BSN programs are the perfect demographic that would be interested in this program. There would be an internal group of prospects for this program with easy marketing opportunities. For external marketing, in addition to marketing to initiatives mentioned above, the program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

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

The cost to develop 5 new courses is \$15,000. Tuition will cover the cost of the development; usually break even comes the second time the course is offered.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/23/2021	
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016		
Program Characteristics Name of Program: Clinical Documentation Improvement Degree: Title of Award (e.g. Master of Arts) Certificate Degree Certificate: (specify type and level) NA Stand-Alone Certificate: (specify type and level) Undergraduate Anticipated Program Initiation Date: 1/1/2022 Anticipated Date of First Graduation: 12/30/2022 Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both NA	Program Credit Distribution # Credits in General Education: 6 # Credits in Program Core Courses: 27 # Credits of Electives in the Field: 0 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number: 51.0707 Title of CIP Code: Health Information/Medical Record Technology/Technician		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: NA CIP: NA OHE#: NA BOR Accreditation Date: NA Phase Out Period NA Date of Program Termination NA		
Institution's Unit (e.g. School of Business)		Location (e.g. main campus) Offering the Program: Online
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA If program prepares graduates eligibility to state/professional license, please identify: CDIP and/or CCDS (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Cindy Edgerton	Title: Program Director, HIM and HCA	Tel.: 218- 382-0087 e-mail: cedgerton@charteroak.edu

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

- The certificate is designed for adult learners who already have a college degree but want a specialized certificate to increase their opportunities for employment
- The certificate can be completed 100% online using faculty who are experts in the field
- Certain credentials will be worth course credit allowing many students to have a quicker path to completion of the certificate

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)*

Clinical Documentation Improvement (CDI) is a growing area in healthcare that is related to Nursing, Health Information Management, and Medical Coding, all of which are current programs at Charter Oak. This proposed certificate has been discussed and planned in conjunction with two well-known CDI experts working in the field. (Glenn Krauss, BBA, RHIA, CCS, CCS-P, CPUR, CCDS, C-CDI, C-DAM Founder and Creator of Core-CDI.com and Heidi Hillstrom, RN Clinical Documentation Specialist, St. Luke's Hospital, Duluth, MN)

Many hospitals and regulatory agencies have recognized that a focus on quality clinical documentation integrity can improve financial reimbursement and patient care. Hospitals are implementing Clinical Documentation Improvement Programs to solve issues that occur due to incomplete or ineffective documentation, yet there are not college programs that teach the skills needed for this role in healthcare organizations.

This career area is too specific to have its own U.S. Bureau of Labor Statistics code, nor can it be found in the Occupational Outlook Handbook. When doing a search for “clinical documentation improvement” it brings you to Medical Records and Health Information Technicians. The large healthcare systems in CT employ Clinical Documentation Improvement specialists and value employees with these skills and the specific knowledge to perform this job. A recent search for job openings in this field found the following:

Clinical Documentation and Data Integrity Specialist, Senior	Western CT Health Network
Clinical Documentation Specialist I	Yale New Haven Health System
Clinical Documentation and Data Integrity Specialist	Western CT Health Network
Clinical Documentation Spec I / Health Info Mgmt	Hartford HealthCare
Leader Documentation and CDM	Western CT Health Network
CDI Specialist	Waterbury Hospital
Supervisor, Clinical Review	EmblemHealth

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APPLICATION FOR NEW PROGRAM APPROVAL

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

The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Science and Technology Department: Expert faculty, established curriculum, and strong degree programs. Programs that the certificate students may want to take advantage of after the completion of their certificate.

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

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

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

The College will pursue an articulation agreement with Middlesex Community College and their AS in Health Information Management because the AS in HIM with the Registered Health Information Technician (RHIT) credential is one of the pathways for admission to this certificate.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. There are no similar programs at other CSCU institutions or any other college in 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.)

Cost to develop 5 new courses: \$15,000. Tuition will cover the cost of the development, usually break even comes the second time the course is offered.

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.

This certificate is especially attractive to Charter Oak because current students in the Health Information Management, Health Care Administration, and RN to BSN programs are the perfect demographic that would be interested in this program. There would be an internal group of prospects for this program with easy marketing opportunities. For external marketing, in addition to marketing to initiatives mentioned above, the program will be marketed with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

Charter Oak has developed many relationships with external organizations that would also have the right demographics interested in this certificate. In addition, one of the CDI experts who assisted with the

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APPLICATION FOR NEW PROGRAM APPROVAL

development of this certificate would be a built-in assist with identifying prospective students. He has a CDI consulting firm and is extremely active in webinars and educating about CDI on the national level. He has expressed interest in helping to develop courses and teach in the program.

There are programs that offer CDI training through organizations such as Florida Hospital Association, American Health Information Management Association, and American Association of Professional Coders; however, college credit is not earned for any of those programs. We believe we will be one of the first and only college-level CDI programs. There is great value to students when their work earns college credit. The added advantage is that 18 major credits can be applied to Health Information Management and 6 major credits to Healthcare Administration, as well as electives to either program as needed.

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

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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)

1. Analyze coded diagnoses and procedures related to reimbursement methodologies and billing
2. Analyze patient health records in the current EHR environment for documentation that meets accepted coding guidelines
3. Query physicians for documentation clarification and interpretation
4. Identify ethical, legal, and compliance issues as they relate to documentation, coding and reimbursement
5. Evaluate the relationship between financials and clinical documentation that drives the operational revenue cycle performance
6. Utilize the principles of chart review and clinical documentation improvement tools within the EHR
7. Relate medical necessity to the criteria for quality documentation and communication of patient care and bidirectional clinical indicators
8. Demonstrate the ability to communicate, interact, and engage providers in the standards of documentation as an integral part of the practice of medicine

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)

The program will be managed by the existing Program Director, HIM and HCA

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?

NA, all faculty will be adjunct. The program will be managed by the existing Program Director, HIM and HCA

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

NA

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

100%

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

Master's Degree in a related area with one of following credentials: RHIA, RHIT, RN, LPN, CCS

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)

NA

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Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

Curriculum

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

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
300XXXRevenue Cycle and CDI	1, 2, 4, 5, 7		3	NA		
300XXXCDI Operational Process	3, 4, 5, 8		3			
400XXXMastering Documentation	3, 4, 6, 7		3			
400XXXCompliance and Medical Necessity	4, 7, 8		3			
400XXXCDI Case Study Practicum	1-8		3			
Core Course Prerequisites				Elective Courses in the Field		
HCA 105 Medical Terminology			3	NA		
BIO 212 Anatomy and Physiology			3			
BIO 215 Pathophysiology			3			
HIM 210 Medical Coding and Billing I*			3			
HIM 211 Medical Coding and Billing II*			3			
HIM 205 Reimbursement Methodologies			3			
*The title of these courses will be changing to Clinical Classification Systems I and II						
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p>Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.)</p> <p>The certificate program will be a total of 33 credits. The prerequisites for being accepted into the CDI certificate program will include the following three:</p> <ol style="list-style-type: none"> 1) Credentials: RHIA, RHIT, RN, LPN, or CCS; 2) Experience: 1-2 years in HIM, coding, or nursing; and 3) Education: A minimum of an associate degree <p>The practicum course will be virtual using case studies, and therefore will not require any special arrangements with external organizations.</p>						

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

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***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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APPLICATION FOR NEW PROGRAM APPROVAL

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

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

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APPLICATION FOR NEW PROGRAM APPROVAL
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)		4		2				6		2				6		2		
New Students (first time matriculating)		8		4				10		8				12		8		
Continuing Students progressing to credential								14		22				26		36		
Headcount Enrollment		12		6				26		32				44		46		
Total Estimated FTE per Year ¹	6.33FTE																	
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		17,704		8,952				53,112		66,390				84,094		93,372		
Tuition from Internal Transfer ²		8,852		4,426				13,278		4,426				13,278		4,426		
Program Specific Fees (lab fees, etc.)		0																
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	39,834						137,206						199,170					
PROJECTED Program Expenditures ³							NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. 2 Revenues from all courses students will be taking. 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded. 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴	0*	0*	0*															
Faculty (Full-time, total for program) ⁴	0	0	0															
Faculty (Part-time, total for program) ⁴	17,200	27,750	43,000															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵ course development	15,000																	
Estimated Indirect Costs ⁶	15,000	15,000	15,000															
Total Expenditures per Year	47,200	42,750	58,000															

* - There are no administration personnel costs assigned to this program as the cost percentage allocated would be trivial to the overall budget analysis.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD – one for on ground/hybrid, one for online) – leading to an Associate of Science at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Business Management: Sport Management Option, leading to an Associate of Science at Gateway Community College.

BACKGROUND

The Bureau of Labor Statistics reports that the demand for entertainment and sports occupations is expected to grow by 7% through 2026, which is faster than the national average, and within Connecticut, jobs in sports showed an 18% increase in the last decade with “coaching and scouts” listed as “Hot Jobs”. There are 11 sport venues in Connecticut, nine professional sports teams (including developmental leagues), and 23 colleges that play intercollegiate sports. Each of these present wonderful opportunities for our students because they require numerous support positions to be filled. The types of careers they will be hiring for include media, marketing, ticket sales, event management, and more. In February 2021, Indeed.com listed 503 jobs in sports in the state of Connecticut.

Jobs available to students with an associate degree with a sport management focus include: facility and event management, sport sales, coaching, public relation specialist, fitness management at health clubs, YMCAs, and more. For students transferring to a four-year school, the degree also makes students more attractive for college work/study and internships within the schools’ athletic departments which can open doors to financial assistance for the students who work there.

Gateway’s program will be aligned with Southern Connecticut State University’s Sport Management program in both learning outcomes and program courses. Both institutions are working together to build a strong transfer track, and have outlined and agreed upon, a 2+2 program which will provide a seamless transfer and graduate students with a 4-year degree. We have discussed sharing resources, instructors, and student opportunities to build a strong network. Members of Southern’s Sport Management program have already agreed to be part of Gateway’s advisory board.

Because this program is an option, it does not require a program coordinator. There is already a faculty member with the education and experience to teach the courses specific to sport.

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.

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

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NECHE Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Business Administration: Sport Management Option Degree: Title of Award (e.g. Master of Arts) Associate of Science Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2022 Modality of Program: X On ground X Online X Combined If "Combined", % of fully online courses? 0-100% Locality of Program: X On Campus X Off Campus X Both	Program Credit Distribution # Credits in General Education: 21-22 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements (include internship, etc.): 3 <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: 48	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 31.0504 Title of CIP Code Sport and Fitness Administration/Management		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. School of Business) Business Department 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: 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: Sheri Valentin/Todd Degree	Title: Department Chair/Professor	Tel.: 203-285-2169 / 203-285-2446 e-mail: svalentin@gatewayct.edu / tdegree@gatewayct.edu

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

Gateway's mission is to "respond to the changing academic, occupational, technological, and cultural needs of a diverse population". This program was constructed to be completed on-ground, online, or as a combination of the two. This flexibility in course-delivery options will expand enrollment opportunities by accommodating all students; those who work full-time, have unique technological needs, or prefer more traditional classroom instruction. The demographics of sports fans, who often enter the sports business field, closely match the demographics of Gateway Community College's student population. Student interest at Gateway was proven when Introduction to Sport Management was run as a special topics course. The sport management program option will provide students seeking a career in athletics with the opportunity to gain entry-level positions in the industry with an associate degree. In addition, a transfer option is available for students who wish to pursue a bachelor's degree in the field at Southern Connecticut State University.

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 Bureau of Labor Statistics reports that the demand for entertainment and sports occupations is expected to grow by 7% through 2026, which is faster than the national average, and within Connecticut, jobs in sports showed an 18% increase in the last decade with "coaching and scouts" listed as "Hot Jobs". There are 11 sport venues in Connecticut, nine professional sports teams (including developmental leagues), and 23 colleges that play intercollegiate sports. Each of these present wonderful opportunities for our students because they require numerous support positions to be filled. The types of careers they will be hiring for include media, marketing, ticket sales, event management, and more. In February 2021, Indeed.com listed 503 jobs in sports in the state of Connecticut.

Jobs available to students with an associate degree with a sport management focus include: facility and event management, sport sales, coaching, public relation specialist, fitness management at health clubs, YMCAs, and more. For students transferring to a four-year school, the degree also makes students more attractive for college work/study and internships within the schools' athletic departments which can open doors to financial assistance for the students who work there.

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APPLICATION FOR NEW PROGRAM APPROVAL

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

The program will be overseen by Professor Todd Degree, Business Professor at Gateway Community College. Todd holds a bachelor's degree in Sport Management from the University of Massachusetts, the top ranked sport management undergraduate program in the country. He also has vast work experience within the sports industry in the areas of media, game day operations, and marketing. The proposed program contains many of the preexisting business courses currently offered at Gateway. Four courses are planned additions, two of which already exist within the system: Intro to Sport Management and Sports Marketing. The dynamic cultural diversity of both the city of New Haven and Gateway's student body match extremely well with the increased diversity efforts taking place in the sports industry today.

- 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?

When Gateway offered Introduction to Sport Management as a special topics course, over 50% of the students were African American. Using this ratio as a guide, one of our efforts will focus on increasing the number of females in the program. 17% of the students in the course were female. We plan to reach out to programs throughout the country to ask how they attract diverse populations. One prominent organization, Women in Sport Management (WISM), is expected to be a valuable resource for ideas to encourage women to join the program.

The sport industry seeks to increase the hiring of both minorities and females, illustrated by the recent hiring of Kim Ng as the general manager of the Miami Marlins. Many professional teams are creating diversity committees and working with local colleges (*i.e.*, Yankees and CUNY), and Gateway will look to gain involvement in these types of organizations.

- 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*)

Gateway's program will be aligned with Southern Connecticut State University's Sport Management program in both learning outcomes and program courses. Both institutions are working together to build a strong transfer track, and have outlined and agreed upon, a 2+2 program which will provide a seamless transfer and graduate students with a 4-year degree. We have discussed sharing resources, instructors, and student opportunities to build a strong network. Members of Southern's Sport Management program have already agreed to be part of Gateway's advisory board.

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APPLICATION FOR NEW PROGRAM APPROVAL

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

Gateway's sport management option will be the first in the Connecticut Community College system. Two four-year state schools (Southern & UConn) currently offer bachelor's degrees in Sport Management, while Eastern offers a degree in Sport and Leisure Management.

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.)

Some of the major points regarding the program are as follows:

- As an option, there is no program coordinator that needs to be hired.
- There is already a faculty member with the education and experience to teach the courses specific to sport.
- 18 students enrolled in Introduction to Sports Management when it was offered as a special topics course.
- As the only school to offer these courses, and the ability for students to take these as online courses, it opens the possibility of students at the other 11 community colleges taking these courses and major.

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.

Last year Southern Connecticut State University reports 210 students applied to its sport management program offering 140 slots. Both institutions agree that those 70 students who were not accepted would be perfect candidates for Gateway's program with the goal of eventual transfer to Southern upon completion of the associate degree. Southern's Sport Management program is planning to recommend our program to those students. Given the flexibility of course-delivery options, students from all 12 community colleges have the opportunity to enroll in the program.

The marketing department has discussed using a variety of methods to promote the program, and as a unique program within the system, will be able to market it throughout. We plan to reach out to area high school guidance counselors as well as media outlets.

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

In addition to the many institutional strategies such as the writing center, tutoring, etc., assignments will primarily be built around the teams and sports they like, while introducing new sports, topics, and areas as well. Guest lecturers and sharing learning opportunities with Southern have already been discussed.

-

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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 working knowledge of the scope of the sport industry, along with professional practices of working in the sport management profession. (Assessed in BBG107)
2. Demonstrate knowledge of the historical and philosophical foundations of the sport management profession. (Assessed in BBG107)
3. Explain the importance of budgeting and financial management to sport-related organizations and be able to evaluate micro- and macro-economic principles as they relate to the sport industry. (Assessed in BBG107 & Sport Finance)
4. Explain legal concepts relevant to the sport industry and evaluate situations in sport settings that may have legal implications for sport organizations, entities, or participants. (Assessed in BBG107 & BBG231)
5. Explain and apply principles of mass media, communication, promotion, and public relations particularly as they relate to sport management. (Assessed in Sport Media & BMK212)
6. Communicate effectively and professionally via presentation and public speaking opportunities, and in writing to internal and external audiences. (Assessed in BBG210 & Sport Media)
7. Explain the importance of and the procedure for organizing the workplace and defining tasks, responsibilities, and relationships. (Assessed in BMG202 & BMG 220)

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)*

As this is an option off the Business Administration degree, the Chairperson of the Business Department will oversee the program, with Todd Degree serving as an advisor and student liaison.

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

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

0

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

n/a

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

0-75% At this time, no sport courses will be taught by adjuncts.

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

The courses taught by adjunct faculty will be general education and the main business courses. Those requirements would be determined by their specific departments.

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)*

None

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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
General Education Courses			
Composition (ENG101)		Eligibility for ENG101	3
Literature & Comp/Adv. Comp (ENG102/ENG200)		ENG101	3
Macroeconomics (ECN101)		ENG 101, MAT085 or higher	3
Principles of Business Statistics (MAT166)		MAT137	3
Scientific Knowledge/Understanding			3-4
CALT (IDS 106 / BES218 / BFN110)			3
Business Communication (BBG210)	6	Eligibility for ENG101	3
Program Core Courses			
Financial Accounting (ACC113)	3	Eligibility for MAT109	3
Spreadsheet Apps (CSA135)		Eligibility for MAT095	3
Business Law (BBG231)	4		3
Intro to Sport Mgt (BBG107)	1,2,3,4		3
Event Management (HSP244)	5		3
Principles of Marketing (BMK201)	5		3
Sports Media (TBD)*	5,6	BBG210	3
Principles of Management (BMG202)	7		3
Microeconomics (ECN102)	5	ENG 101, MAT085 or higher	3
Sports Marketing (BMK212)	5	BMK201 and Eligibility for ENG101	3
Internship/Work Experience 1 (HSP295)		PC Permission	3
Sport Finance (TBD)*	3	ECN101, ECN102, ACC113	3
HR Management (BMG220)	7		3
			60-61

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

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

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

BBG* 2xx – Sports Media and Public Relations (3 credits)- This course presents an introduction to sports media and public relations and its role within the sporting industry. The course will address creating effective media pieces to promote sports and events. Topics will include improving writing skills, publications, crisis management, game management, current events, publicity campaigns and more.

Pre-requisite: BBG*210

BFN* 2xx – Sports Finance (3 credits) - This course presents the financial issues that impact the sports and athletic industries. Through the application of principles and practices of financial management, students will develop the financial skills necessary to analyze the implications of various operating procedures, including obtaining revenue, spending, capital projects, and supply and demand. Other topics include budget development and economic impact within the sport industry.

Pre-requisite: ECN* 101, ECN* 102, ACC* 113

BBG* 107 -- Intro to Sport Management (3 credits) - This survey course examines the principles and foundations of sport management and the variety of business functions within the various sectors of the sports industry. The course will focus on the application of business disciplines to the birth, organization and management of sport enterprises, ranging from sports teams to athletic arenas, health clubs to rehabilitation facilities, officiating, sports recreation services, and more. Past and future trends, issues and opportunities in the broad sports industry will be covered.

BMK* 212 - Sports Marketing (3 credits)- This course presents an overview of the various techniques and strategies used in meeting the wants and needs of consumers in the sport industry as well as understanding how sport can be used to assist in the marketing of other companies and products. Areas to be addressed are the uniqueness of sport marketing in comparison with traditional marketing, an overview of the segments of the sport industry, the importance of market research and segmentation in identifying the right sport consumer, the use of data-based marketing in reaching the sport consumer, an overview of the marketing mix as individual units and the relationship between those units, and the development of sponsorship and endorsement packages.

Pre-requisite: BMK* 201 and eligibility for ENG* 101

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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
Todd Degree, Professor	Georgia State University	Sport Management; undergraduate in Sports Management (UMass), Assistant GM – CT Skyhawks (USBL), Centenary College of Louisiana – Sports Information Director; Georgia State University – Athletic Media Relations; New Haven Ninjas – Public Relations & Community Relations Manager (af2), Multiple positions in the fitness industry	

PRO FORMA BUDGET - Resources and Expenditures Projections
Gateway Community College - Sports Management New Program Approval

Projected Enrollment	First Year				Second Year				Third Year			
	Fall Semester		Spring Semester		Fall Semester		Spring Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)
Internal Transfer	4	3	4	3	5	3	4	3	7	5	5	3
New Students	10	5	5	3	15	5	10	3	20	5	12	3
Cont. Students	0	0	10	6	15	5	25	6	35	5	60	6
Total Headcount	14	8	19	12	35	13	39	12	62	15	77	12
TTL Est FTE per Semester	14.00	4.00	19.00	6.00	35.00	6.50	39.00	6.00	62.00	7.50	77.00	6.00
TTL Est Average FTE per Year	21.50				43.25				76.25			
Projected Revenue	First Year				Second Year				Third Year			
	Fall Semester		Spring Semester		Fall Semester		Spring Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)	(12 Credits)	(6 Credits)
Tuition (Incl CSF)	\$ 22,380	\$ 5,690	\$ 33,570	\$ 10,242	\$ 67,140	\$ 11,380	\$ 78,330	\$ 10,242	\$ 123,090	\$ 11,380	\$ 161,136	\$ 10,242
Tuition from Internal Transfer (Incl CSF)	\$ 8,952	\$ 3,414	\$ 8,952	\$ 3,414	\$ 11,190	\$ 3,414	\$ 8,952	\$ 3,414	\$ 15,666	\$ 5,690	\$ 11,190	\$ 3,414
Program Specific Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Semester Program Revenue	\$ 40,436		\$ 56,178		\$ 93,124		\$ 100,938		\$ 155,826		\$ 185,982	
Total Annual Program Revenue	\$ 96,614				\$ 194,062				\$ 341,808			
Projected Expenditures												
	First Year				Second Year				Third Year			
Admin (Chair or Coord) (20% T Degree)	\$35,482				\$35,482				\$35,482			
FT Fac	\$0				\$0				\$0			
PT Fac	\$32,163				\$32,163				\$64,326			
Support Staff	\$0				\$0				\$0			
Library Resources Program	\$750				\$0				\$0			
Equipment	\$0				\$0				\$0			
Other (Marketing)	\$500				\$500				\$500			
Est Indirect Costs (71.4% direct wages)	\$12,588				\$12,588				\$12,588			
Total Expenditures Per Year	\$81,483				\$80,733				\$112,896			
Net Gain/(Loss)	\$ 15,131				\$ 113,329				\$ 228,912			

Assumptions

No Increase in T&F or CBI

T Degree is Administering the program as his A/R

FR Rate remain stable (44.8% average PTL fall 2020 rate used to project)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Integrative Biological Diversity (CIP Code: 26.1307, 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, Integrative Biological Diversity, leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

This integrated graduate program was approved by the BOR, initially to be offered at WCSU with courses from the other CSUs. According to the minutes from BOR ASA meeting June, 2017,

Integrative Biodiversity... is a first of its kind, a CSCU integrated graduate program. It is cost effective and leverages faculty and existing courses.” and “One of the best things is that the expertise is leveraged across all four CSUs.

In an effort to support affordability and better use of the resources the state has already invested in, this degree draws together biology and environmental faculty from SCSU and WCSU, with a longer-term goal of involving faculty from all CSCU campuses in a shared degree.

This program brings existing courses from graduate programs in Biology and Environmental Studies at SCSU together with Biology graduate courses from WCSU. By using existing courses, the program leverages the content expertise across campuses, and increasing enrollment in existing classes as they begin to serve more than one degree program. This breadth of expertise also increases the student’s ability to specialize. For example, rather than studying with the only herpetologist on one campus, students will now have accesses to all those with specialties in herpetology in the system.

This program in Integrative biological diversity is developed to leverage faculty strength in diverse organismal biological systems across the BOR in an effort to attract students with an applied interest in conserving and protecting the organisms that live in the environment in alignment with regional and international priorities.

The proposed joint MS in Integrative Biological Diversity will support the training of organismal biologists and environmentalists who can support industries in reclamation biology, land-use, and development, policy and environmental consulting, train teachers to inspire students by emphasizing biodiversity education in their classrooms, as well as train and empower people to transform into environmentally responsible citizens. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water.

Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change and human population grows. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials. People will

need to build buffers from sea level rise, especially in coastal wetlands. The projections for employment of individuals with Masters Degrees are predicted to grow by 18.4 percent by 2022 (Achieve, 2012; McKinsey Global Institute, 2012).

Furthermore, it prepares students for further scholarship if interested in attending a doctoral program in the future. In summary the program provides a visionary industry needed pipeline of trained adults who will immediately support land use management, sustainable business, environmental policy, scientists, environmental education, and public stakeholders.

Potential students will be recruited from surrounding communities including their teacher professional development, non-profit groups and public agencies. Connecticut public and private university undergraduate programs will be notified of the programs and the university Open House events as well as public events that may serve to recruit interested community members. It is projected that enrollments will likely grow to 15-20 matriculated students per semester at SCSU. WCSU currently has approximately 30 students enrolled. The program coordinators will actively pursue students from diverse ethnic/racial, economic, and gender groups. Students will be actively recruited from the four CT State University campuses, surrounding community organizations and employers. Program coordinators will actively pursue university support for full time students in the program through university assistant position, research assistantships and available scholarship opportunities.

The program is cost effective because it operates in parallel with existing graduate programs in the BOR, leverages existing graduate courses, and provides a mechanism for filling these courses to capacity across the system. Two of the 4-year colleges with existing graduate programs (SCSU and WCSU) have agreed to contribute at least one course per semester, with course offerings increasing as programmatic enrollment increases at the rate of 1 additional course per 10 students.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee
04/22/2021 – Board of Regents

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 2.24.21	
Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017		
Program Characteristics Name of Program: Integrative Biological Diversity Degree: Title of Award (e.g. Master of Arts) MS Degree Certificate: (specify type and level) NA Stand-Alone Certificate: (specify type and level) NA Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Spring 2023 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 10% Locality of Program: On Campus Off Campus X Both	Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 9 # Credits of Electives in the Field: 21 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 31 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 26.1307 Title of CIP Code Conservation Biology		
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 Arts and Sciences Location (e.g. main campus) Offering the Program: SCSU/WCSU		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Susan H. Cusato	Title: Professor	Tel.: 26610 e-mail: cusatos1@southernct.edu

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope *(Provide concise statements)*

This integrated graduate program was approved by the BOR, initially to be offered at WCSU with courses from the other CSUs. According to the minutes from BOR ASA meeting June, 2017,

“Integrative Biodiversity... is a first of its kind, a CSCU integrated graduate program. It is cost effective and leverages faculty and existing courses.” and “One of the best things is that the expertise is leveraged across all four CSUs.”

The program aligns with the CSCU mission, which seeks to provide an exemplary education that is affordable, innovative and supports economic growth. In an effort to support affordability and better use of the resources the state has already invested in, this degree draws together biology and environmental faculty from SCSU and WCSU, with a longer-term goal of involving faculty from all CSCU campuses in a shared degree.

This program brings existing courses from graduate programs in Biology and Environmental Studies at SCSU together with Biology graduate courses from WCSU. By using existing courses, the program leverages the content expertise across campuses, and increasing enrollment in existing classes as they begin to serve more than one degree program. This breadth of expertise also increases the student’s ability to specialize. For example, rather than studying with the only herpetologist on one campus, students will now have access to all those with specialties in herpetology in the system.

The projections for employment of individuals with Masters Degrees are predicted to grow by 18.4 percent by 2022 (Achieve, 2012; McKinsey Global Institute, 2012). Economic development and growth cannot afford to neglect environmental sustainability given the finite biological resources available. The global 2011 – 2020 Strategic Plan for Biodiversity is currently on its fourth edition of the Global Biodiversity Outlook (GBO-4). This document reports on the progress of meeting the 20 [Aichi Biodiversity Targets](#), and actions for achieving the 2050 Vision for “[Living in Harmony with Nature](#)” established by the Convention on Biological Diversity so that sustainable human development can be achieved during this century. The reports also highlight gaps in the United States’ actions to address [global environmental concerns](#) compared to other countries. In summary, the US lags behind other countries in prioritizing biological diversity and associated resources, and developing a plan for sustainable living. The de-emphasis of biological diversity in k-12 education across America will only cause the gap in knowledge to widen. Gaps in organismal biology training in [Connecticut K-16 education](#) will become greater as districts adopt [new science standards](#) that focus on STEM education but lack a foundation in biodiversity.

This failure to address biodiversity and conservation of resources in U.S. public education is an area of concern as the rest of the world builds cooperation on sustaining biodiversity so that all living species can be discovered, documented, and their unique, possibly life-saving properties studied. This CSCU program in Integrative Biological Diversity will proactively build a professional pipeline that will be prepared to serve US/Connecticut Stakeholders on global conservation issues. Global climate change is impacting Connecticut’s natural resources, and this proposed MS program in Integrated Biological Diversity will fill the state’s need to hire individuals that are trained to identify, manage, reclaim, and teach about significant environmental changes, and develop appropriate and creative solutions that will contribute to sustaining environmental diversity and its health. This program will apply lessons shared by the United Nations on [sustaining biological diversity](#) so that we can participate in the global effort to register all species and evaluate their biological value.

This program in Integrative biological diversity is developed to leverage faculty strength in diverse organismal

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biological systems across the BOR in an effort to attract students with an applied interest in conserving and protecting the organisms that live in the environment in alignment with regional and international priorities.

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*)

Connecticut's major habitat types can be grouped into five broad categories that differ in biota and that each require protection and conservation to sustain the biodiversity they support: saltwater and associated wetlands, lakes, inland wetlands, and upland or terrestrial habitats. Important to prioritizing species conservation to sustain an environment are learning to predict climate change and model outcomes of biodiversity loss. As many as two thirds of all species are in danger of extinction, suggesting that we are exceeding the limits of our resources. Drastic transformations of important economic and employment sectors, such as farming, fishing, water supply and management, recreation and tourism will need to occur if we expect the crisis to be mitigated. Connecticut's Department of Energy and Environmental Protection (DEEP) outlines in their "Green Plan" a proactive guide on the status of the acquisition and preservation of the state's natural and recreational resources.

The [vision and purpose statement](#) clearly emphasizes a need for Connecticut citizens to protect water quality and water supplies, preserve natural ecosystems and wildlife habitats, assure green spaces for urban residents, protect agricultural lands and forests for food and resources, and prepare communities for climate change. Implementing these efforts requires that [the state provide access and opportunity](#) to train citizens in recognizing and conserving green and blue spaces as well as biodiversity.

The proposed joint MS in Integrative Biological Diversity will support the training of organismal biologists and environmentalists that can support industries in reclamation biology, land-use, and development, policy and environmental consulting, train teachers to inspire students by emphasizing biodiversity education in their classrooms, as well as train and empower people to transform into environmentally responsible citizens. Losses in biodiversity will have a significant impact on farming, fishing, forestry, and the availability of clean water.

Biodiversity and ecosystems are the basis of a significant part of the economy and a large part of existing jobs that depend on the health and balance of the environment as demographics change and human population grows. Examples include jobs in the wildlife areas such as fisheries and sustainable agricultural practices, epidemiology and vector sciences that monitor the stability of the spread of disease through vector pathogens, and management of raw materials. People will need to build buffers from sea level rise, especially in coastal wetlands. Furthermore it prepares students for further scholarship if interested in attending a doctoral program in the future. In summary the program provides a visionary industry needed pipeline of trained adults who will immediately support land use management, sustainable business, environmental policy, scientists, environmental education, and public stakeholders.

Refer to the [Aichi Biodiversity Targets](#) that explains the need to create jobs in this sector. The Connecticut Department of Labor market information suggests that Connecticut employment is projected to increase 20% for life scientists into 2022, with projected annual salaries average \$76,283.00. Occupational Groups and associated career categories include only those currently recognized, and do not consider interdisciplinary careers the state will need to protect and manage natural resources in the future. Such careers will include the broad integrative training of ecologists and wildlife biologists, marine and coastal scientists, conservation biologists, land use managers, as well as environmental engineers, and biologists that understand how to reclaim degraded lands and water-systems, and rebuild and protect remaining wildlife populations and habitat patches. [Connecticut Jobs](#) in these categories can be searched at and represents current stakeholders across

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academia, policy, management, business, and the private and public sector. Details of currently available jobs can be found in [The Center for Biological Diversity](#). Although some of these job descriptions are not necessarily specific to Connecticut's workforce, they demonstrate a need to create jobs that support a sustainable environment. Furthermore, they demonstrate that students trained through this program have the opportunity for global employment, supporting the invaluable knowledge and practices our culturally diverse student population will be prepared to contribute.

- 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?

This program allows the CSCU to call upon its faculty expertise to collaborate and take a leadership role in providing Master's level graduate training in Integrative Biological Diversity to produce environmentally responsible citizens that are prepared to manage and reclaim the state's biological resources, discover new species, and discover novel biological resources. Most graduate courses currently available across departments at SCSU and WCSU support such training. CCSU biology faculty have agreed to permit our students to enroll in their graduate courses, and ECSU faculty will be invited to develop graduate courses in the future. The novel approach of cross-listing the courses across campuses permits access to diverse faculty expertise and diversity of courses for students to choose. It provides opportunity for faculty collaboration and development of new courses to support research concentrations, and leverages university resources to provide access across campuses and reduce duplication. For example, WCSU's proximity and collaborative relationship with Candlewood Lake, Great Hollow Nature Preserve, and Westside Nature Preserve make WCSU a resource for upland, wetlands, and lake stewardship and scholarship. Furthermore WCSU has a significant herpetological research library and significant herbarium to support scholarship in the areas of reptiles and aquatic plants. Similarly, SCSU's Werth's Center for Coastal and Marine Studies, MOU with the Norwalk Maritime Aquarium and Outer Island Field Station (part of the Stewart B. McKinney National Wildlife Refuge) is a resource for coastal and marine studies. Lastly, the BOR university campuses are spread throughout the state providing opportunity for building research and biodiversity monitoring programs in both urban and rural areas of the state, which although small, is ecologically diverse.

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

The program coordinators will actively pursue students from diverse ethnic/racial, economic, and gender groups. Students will be actively recruited from the four CT State University campuses, surrounding community organizations and employers. Program coordinators will actively pursue university support for full time students in the program through university assistant position, research assistantships and available scholarship opportunities.

- 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*)

There are no specific transfer agreements for this degree. Graduate courses satisfying the Integrative Biological Diversity Program would be cross-listed across participating schools and qualify towards the 30 credits required for the degree. Course offerings would rotate, and graduate students in the program would enroll in courses in offered at each campus to guarantee exposure to diverse state habitats. The eventual goal would be to offer at least 2 courses per semester at each participating campus, with a total of at least 8 courses every semester. These course offerings include those currently offered to support existing graduate programs in the biological and environmental sciences, and environmental education. The rotation of courses would include 1 *Central Learning Goal* course and 1 *Design and Analytical Approaches* course every semester, and diverse offerings of *Core Concept* courses. The summer would permit, but not require, a full-time residential experience so that students could engage in their applied stewardship, thesis research, or at least 2 biodiversity courses. The goal will be to apply technological pedagogical advances, and experiential opportunities across the BOR to build a graduate student community. The program will require every campus to designate a departmental campus

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faculty coordinator who will work with a faculty program director on program development, course scheduling and the monitoring of student progress. The faculty program director will rotate across the BOR campuses offering the program every 3 years, and would be responsible for programmatic evaluation and annual reporting. The departmental campus faculty coordinator will update participating departments who will share in the governance of the program. The collective bargaining agreement will need to be consulted whereby permitting full-time faculty to teach courses across the system as part of their contractual obligation.

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

There is no similar program in the region. The proposed program is unique in its design and content. As a joint program between WCSU and SCSU, it will allow students at both universities to engage with faculty with a broad range of expertise, allowing them to self-design their program. Since, no new courses have been developed in this program, new student will help optimize course enrollments. Although there are tracks within biology programs that focus on ecology and evolution, this is the first program that leverages faculty strength across the BOR, and the first program that permits flexibility in course selection across the BOR campuses so that students with common interests can be connected across the state. Furthermore, it supports faculty capacity and strength in organismal biology, and focuses on training students on the spatial and temporal dimensions of biodiversity monitoring through required stewardship of biological resources. SCSU will also provide interdisciplinary coursework in environmental, marine, and coastal sciences. Topics such as pollution, coastal resilience, ecosystems, and sustainability research.

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.)

The program is cost effective because it operates in parallel with existing graduate programs in the BOR, leverages existing graduate courses, and provides a mechanism for filling these courses to capacity across the system. Two of the 4-year colleges with existing graduate programs (SCSU and WCSU) have agreed to contribute at least one course per semester, with course offerings increasing as programmatic enrollment increases at the rate of 1 additional course per 10 students.

The program will permit a student to enroll in as many as 9 - 12 credits per semester, the minimum for full time status and access to financial aid, without burdening any existing program. There will be a need for 1 credit reassigned time per semester for a faculty program coordinator per campus, and 3 credits reassign time per semester for the faculty program director. These credits will be on a campus-wide rotational basis every three years, beginning with WCSU, followed by SCSU. Initial funding for at least two full-time graduate assistants per school to support their thesis and research, will be needed.

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.

Potential students will be recruited from surrounding communities including their teacher professional development, non-profit groups and public agencies. Connecticut public and private university undergraduate programs will be notified of the programs and the university Open House events as well as public events that may serve to recruit interested community members. It is projected that enrollments will likely grow to 15-20 matriculated students per semester at SCSU. WCSU currently has approximately 30 students enrolled.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Program coordinators will regularly meet with students in a group and on an individual basis. Program faculty from both universities have extensive experience in program coordination and in assisting students with issues that frequently arise during graduate studies.

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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)*

1. There are six Kingdoms of Life and their interconnections are the result of millions of years of coexistence and adaptation. Students will be able to:
 - a. Recognize the unique features and qualities of a particular taxonomic group, and students will describe shared derived characters across a lineage.
 - b. Describe the importance of biodiversity, students will identify local representatives across the Kingdoms of Life.
 - c. Characterize and quantify phenotypic variation.
 - d. Evaluate and effectively communicate the importance of regionally specific critically endangered and emerging invasive organisms.
2. Biodiversity can be measured and monitored using spatial and temporal dimensions to infer stability.
 - a. Identify and document the presence of this diversity for a given location.
 - b. Devise a strategy for monitoring and reporting its biodiversity.
 - c. Analyze and predict the impact to the biodiversity as a result of environmental changes.
 - d. Review and analyze experimental data and literature, students will assess how energy transfers through an ecosystem.
 - e. Develop an understanding of the nature of these organisms that are non-randomly distributed and then delineate the distribution of this diversity, and communicate its temporal and spatial stability to stakeholders
3. There is a relationship between form and function and mechanisms that control form and function.
 - a. Apply their understanding of shape and phenotype, the student will be able to discriminate between phylogenetically informative and species delimiting characters.
 - b. Effectively apply their understanding of form to predict and test function, and apply form and function to novel situations.
 - c. Given an understanding of genetic information transfer, students will explain this genetic transfer from organisms across Kingdoms and Domains.
 - d. Make predictions on how environmental factors will affect gene flow over generations.
 - e. Given that evolutionary forces such as gene duplication, genomic mutations, and natural selection can provide changes in genetic and protein structures(s) and function(s) students will explain how protein structures might change while retaining an evolutionary conserved phenotypic function.
4. Relationship between conservation policy, sustainable development, and science.
 - a. Students will be able to develop and propose risk assessment and impact models for sustainable development.
 - b. Apply their fundamental understanding that science requires objective reasoning, to create effective strategies to align policy with the conservation needs of organisms and habitats.
 - c. Given a temporal and spatial data set, students will assess the conservation priority of an organism and system.
 - d. Given a set of data, students will appropriately interpret and communicate the data.

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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)*

Full time faculty from the Department of Biology and Department of the Environment, Geography, and Marine Sciences will receive 1 credit of reassigned time for each fall and spring semester. Department will identify one faculty member who is currently teaching in the M.S. in Biology and M.S. Environmental Studies to serve as program coordinators. No new faculty will need to be hired for the program as department faculty are currently teaching the courses in the program. In. Biology, the following faculty have been teaching the courses included in the program; Drs. Sean Grace, Elizabeth Roberts, Steven Burian, and in Environment, Geography, and Marine Sciences faculty currently teaching these courses include DRs. Vince Breslin, Susan Cusato, and Ms. Suzanne Huminski, M.S.

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?

0

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

25%

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

Ph. D. or M.S. with extensive professional experience and recognized expertise in the subject matter.

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)*

Since students from the new program will enroll in existing course offerings, the only additional resources needed would be laboratory supplies, however, students will be paying tuition and fees.

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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*		
#EVE 559 Energy Use and Climate Change		none	3			
EVE 532 Ecosystems and Environmental Concerns		none	3			
Core Course Prerequisites				Elective Courses in the Field		
				EVE 537 Analytic Techniques and Instrumentation		6
				EVE 534 Readings and Research		3
				EVE 552 Long Island Sound		3
				EVE 540 Environmental Design		3
				BIO 501 Conservation Ecology		3
				BIO 502 Community and Population Ecology		3
				BIO 582 Biological Illustration (3)		
				BIO 562 Models of Marine Research (1)		
						3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

The course prefixes have recently been approved to change from EVE to EVS beginning in Fall 2021

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Sean Grace, Professor	Ph.D. University of Rhode Island	Biology – Marine Ecologist	
Dr. Vincent Breslin, Professor	Ph.D. Florida Institute of Technology	Biology – Riverine Life	
Dr. Susan Cusato	Ph.D. University of Connecticut	Environmental Studies - Science Education	

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

PROJECTED Enrollment	FY 2022					FY 2023					FY 2024				
	Fall 2021 Semester		Spring 2022 Semester		Summer 2022	Fall 2022 Semester		Spring 2023 Semester		Summer 2023	Fall 2023 Semester		Spring 2024 Semester		Summer 2024
	FT	PT	FT	PT	PT	FT	PT	FT	PT	PT	FT	PT	FT	PT	PT
Internal Transfer (from other programs within SCSU)															
New Students (first time matriculating)	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00
Continuing Students						3.00	5.00	3.00	5.00	5.00	3.00	5.00	3.00	5.00	5.00
Headcount Enrollment	4.00	5.00	4.00	5.00	5.00	7.00	10.00	7.00	10.00	10.00	7.00	10.00	7.00	10.00	10.00
Total Estimated FTE per Year															

7,674	Graduate FTE
4,484	UGF per year
12,158	Total Annual UGF
\$ 6,079	Tuition per student
Note: As of Feb. 15, 2021, Tuition rates for FY22; rates for FY23 and FY24 are projected.	
\$ 775	Graduate Per Credit
\$ 55	Registration Fee

Revenue	FY 2022		FY 2023		FY24	
	FT	PT	FT	PT	FT	PT
Tuition	\$48,632	\$58,125	\$85,106	\$123,225	\$85,106	#####
Other Revenue (Registration Fee @ \$55 per student per session)	\$440	\$825	\$770	\$1,650	\$770	\$1,650
Total Annual Program Revenue	\$108,022		\$210,751		\$210,751	

Footnotes:

- 1) Program consists of 30 credits.
- 2) Enrollment projections are extremely conservative: 4 new full time and 5 new part time students starting each Fall.
- 3) Full Time students take 9 credits for 3 semesters and are considered part time their 4th semester when they take only take 3 credits. (9+9+9+3 = 30 credits)
- 4) For the purpose of simple comparison, tuition rates and expenses do not reflect rate increases or inflation.
- 5) The full time tuition rate is **NET** of pass-thru's such as University Fee (debt service), Student Activity Fees and Media Fees as these are transferred in full OUT of the operating budget.

Expenses	FY 2022		FY 2023		FY 2024	
	Number	Amount	Number	Amount	Number	Amount
Coordinator- 1/2 credit per semester in Biology, Env. Geog. & Marine Sciences total 2 credits per year @ \$1,839 per credit		\$3,678		\$3,678		\$3,678
Fringe @ 45%		1,655		1,655		1,655
Graduate Assistants (1 in Yr 1 and 2 in Yrs 2 & 3)		9,600		19,200		38,400
Advertising		6,500		6,500		6,500

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Overhead @ 18%		3,560		5,288		8,744
Total Annual Expenditures		\$24,993		\$36,321		\$58,977
Net Surplus (Deficit)		\$83,029		\$174,430		\$151,774

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Curriculum and Instruction (CIP Code: 13.1202, 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, Curriculum and Instruction, leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

This MS will allow candidates with a bachelor's degree and teaching certification the opportunity to obtain their Master's degree. The Connecticut General Assembly passed legislation in 2012 requiring all teachers to earn a master's degree in order to move from their Provisional Level certification to the Professional level. Additionally, the legislation was amended in 2017 to limit which master's programs would be acceptable. The State Department of Education deemed that MS programs in Curriculum & Instruction were valid for this requirement.

Additionally, this new program is at the heart of the university's desire to become a leader in Social Justice. One of the required courses in this program is a new course titled, "Teaching for Equity and Justice". We feel that this is an important course for all certified teachers. There is also an entire concentration centered on Social Justice in education. This will be an attractive option for those looking to further their knowledge in this area.

The proposed MS program will be housed in the Department of Curriculum and Learning within the College of Education and will replace the current MS in Education. The faculty who will be involved in this program are experts in all phases of teacher preparation.

A major strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, Minority Teachers in Connecticut: A Durational Shortage Area Technical Report, in Connecticut's three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. The hope is that this program will attract minority teachers, as well as those that are sensitive to the plight of minority teachers.

One of the rationales for creating this new MS program was equity and social justice. We feel it is crucial for Connecticut teachers to be well-versed in what it means to teach equitably. That is why we included a mandatory core course on social justice and equity issues in the classroom. Additionally, we created an entire concentration in social justice for those who want to get even more involved in promoting change.

The cost-effectiveness of this program stems from the fact that almost all of the resources needed are already in place on campus. The vast majority of the courses existed previously as electives in other master's degree programs. Thus, the majority of courses in the proposed MS already exist as do the full-time faculty to teach them. Present adjunct faculty numbers will not change and new faculty hires will be able to contribute to the proposed program.

We plan to enthusiastically market this program to graduating students who have gone through our various certification programs. We feel that there are concentrations built into this program that would be of interest to many different students. For example, we are going to offer concentrations in Literacy, STEM, Science Education, Social Justice, etc. Additionally, we plan to vigorously market to school districts to promote to their newer faculty members.

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.

04/09/2021 – BOR -Academic and Student Affairs Committee

04/22/2021 – Board of Regents

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.24.21	
Most Recent NECHE Institutional Accreditation Action and Date: 5 th Year interim report accepted Feb. 2017		
Program Characteristics Name of Program: MS in Curriculum & Instruction Degree: Title of Award (e.g. Master of Arts) Master 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: May 2021 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 25% Locality of Program: x On Campus Off Campus Both	Program Credit Distribution # Credits in General Education: n/a # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): n/a <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:	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 131202 Title of CIP Code Elementary Education and Teaching		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: MS Education CIP: 131202 OHE#: 000615 BOR Accreditation Date: Phase Out Period 2021-2023 Date of Program Termination June 2023		
Institution's Unit (e.g. School of Business) College of Education Location (e.g. main campus) Offering the Program: main campus		
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Trudy Milburn	Title: AVP academic affairs	Tel.: (203) 392-5761 e-mail: milburnt1@southernct.edu

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

This proposed Master of Science in Curriculum and Instruction program directly addresses the mission of the SCSU College of Education and its role in the greater community. This MS will allow candidates with a bachelor's degree and teaching certification the opportunity to obtain their Master's degree. The Connecticut General Assembly passed legislation in 2012 requiring all teachers to earn a master's degree in order to move from their Provisional Level certification to the Professional level. Additionally, the legislation was amended in 2017 to limit which master's programs would be acceptable. The State Department of Education deemed that MS programs in Curriculum & Instruction were valid for this requirement.

Additionally, this new program is at the heart of the university's desire to become a leader in Social Justice. One of the required courses in this program is a new course titled, "Teaching for Equity and Justice". We feel that this is an important course for all certified teachers. There is also an entire concentration centered on Social Justice in education. This will be an attractive option for those looking to further their knowledge in this area.

The College of Education also has funds available to help incentivize the program for new students, such as the new Shea Scholarship that will pay for 15 graduate courses per year.

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)*

All Connecticut teachers are mandated to get master's degrees, so this program will help supply the state with needed, qualified teachers. This is even more important now in light of the belief that the pandemic will lead to a serious shortage of teachers.

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

The proposed MS program will be housed in the Department of Curriculum and Learning within the College of Education and will replace the current MS in Education. The faculty who will be involved in this program are experts in all phases of teacher preparation.

Another strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, Minority Teachers in Connecticut: A Durational Shortage Area Technical Report, in Connecticut's three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. The hope is that this program will attract minority teachers, as well as those that are sensitive to the plight of minority teachers.

- 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?

One of the rationales for creating this new MS program was equity and social justice. We feel it is crucial for Connecticut teachers to be well-versed in what it means to teach equitably. That is why we included a mandatory core course on social justice and equity issues in the classroom. Additionally, we created an entire concentration in social justice for those who want to get even more involved in promoting change.

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- Describe any transfer agreements with other CSCU institutions that will be instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
N/A
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
CCSU offers MS programs in certain disciplines such as Educational Technology, Art, Music, etc. and WCSU offers an MS in Education with different concentrations. With the requirement that every single Connecticut teacher has to get a master's degree, there are certainly enough prospective students. Also, our concentrations in STEM and Social Justice, to name a few, will set this program apart.

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.)

The cost-effectiveness of this program stems from the fact that almost all of the resources needed are already in place on campus. The vast majority of the courses existed previously as electives in other master's degree programs. Thus, the majority of courses in the proposed MS already exist as do the full-time faculty to teach them. Present adjunct faculty numbers will not change and new faculty hires will be able to contribute to the proposed program.

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.

In the past, our own graduating undergraduate students were not a main source of marketing. Perhaps this was because we did not feel our MS program was as strong as it could be. Also, the curriculum tended to skew towards elementary teachers. With this new MS in Curriculum & Instruction, we plan to enthusiastically market this to graduating students who have gone through our various certification programs. We feel that there are concentrations built into this program that would be of interest to many different students. For example, we are going to offer concentrations in Literacy, STEM, Science Education, Social Justice, etc. Additionally, we plan to vigorously market to school districts to promote to their newer faculty members.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We don't anticipate retention and completion issues with this program due to the fact that all Connecticut teachers need a master's degree. Therefore, once they begin, we expect them to be able to finish.

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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. Candidates will demonstrate best practices in curriculum development and the alignment of courses to support student learning
2. Candidates will differentiate teaching, materials, and modalities to accommodate the varied needs of students.
3. Candidates will use research methods to conduct action research and to create special projects.
4. Candidates will develop skills to effectively integrate social justice themes into their teaching.
5. Candidates will apply technology to develop a personal learning pathway to enrich professional practice.

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)*

Presently, there is a Graduate Coordinator in the Department of Curriculum & Learning who receives three credits per semester to oversee the current MS in Education program, among others.

Admissions procedures and applications will be finalized by the Office of Dean of Education by staff dedicated to such work in collaboration with the Graduate School.

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?

We will not need to hire any additional faculty to begin offering the MS program. The majority of the courses in this program exist already either as required or elective courses in our various graduate programs. This program is designed to support educators who already have certification and are seeking additional education for career growth.

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

95%

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

<5%

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

The minimum qualifications for teaching all common, 500-level courses in the MS program will be a sixth-year diploma.

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)*

N/A

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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
Program Core Courses			
EDU 512: Curriculum Workshop or EDU 587: Curriculum Models	1		3
EDU 526: Differentiated Instruction or EDU 538: Parental Involvement	2		3
EDU 563: Teaching for Equity and Justice*	4		3
EDU 581: Research in Education	3,5		3
EDU 591: Special Project in Education	1,2,3,5	EDU 581	3
Concentrations (Students pick 1)			
Digital Teaching and Learning			
EDU 521: Digital Teaching and Learning 1	2,5		3
EDU 522: Digital Teaching and Learning 2	2,5		3
SED 517: Introduction to Adaptive Technology	2,5		3
EDU 566: Critical Media and the Literacy Classroom	2,5		3
ILS 575: Instructional Design Principles	1,2,5		3
STEM Education			
MAT 508 – Technology for STEM	1,2,5		3
EDU 522: Digital Teaching and Learning 2	1,2,5		3
EDU 543: Energizing the Tchg of Sci and Math	1,2		3
SCE 572: Recent Developments in Sci Educ.	1,2		3
EDU 515: Trends in Elementary Mathematics	1,2,4		3
Language, Literacy, and Culture			
RDG 520 Foundations of Language and Literacy	1,2,4		3
EDU 532: Enhancing the Learning Process through Creative Arts	1,2		3
EDU 566: Critical Media and the Literacy Classroom	2,5		3
RDG 516: Examining Content, Culture, and Current Events through Children's and Young Adult Literature*	1,2,4		3
RDG 649: Diversity and Literacy	1,2,4		3

	# ²	Hrs
Science Education		
SCE 570: History/Dimensions of Scientific Thought	1,2	3
SCE 572: Recent Developments in Sci Educ.	1,2	3
SCE 575: Integrated Science Experience	1,2	3
SCE 599: Field Study in Science Learning	1,2	3
MAT 508 – Technology for STEM	1,2,5	3
Elementary Education Curriculum		
EDU 503: Science in the Elementary School	1,2	3
EDU 504: Mathematics in the Elementary School	1,2	3
EDU 505: Social Studies in the Elementary School	1,2	3
RDG 520: Fundamentals of Language & Literacy	1,2	3
RDG 566: Dev Reading & LA in Elem School	1,2	RDG 520 3
Equity & Justice in Education		
EDU 584: Critical & Postmodern Philosophies of Ed*	2,4	EDU 563 3
PICK 4 of the following 6:		
WMS 529/SOC 529: Intersectionality and Social Justice	4	3
WMS 525: Feminist Pedagogy	4	3
SOC 582: Sociology of Education	2,4	3
EDU 544: Culturally Responsive Pedagogies and Classroom Community	1,2,4	3
ENG 508: Critical Theories	4	3
TSL 563: Immigration and English Language Learners	2,4	3

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

This MS program is 30 credits, with 15 credits being required courses for all concentrations and the other 15 credits coming from the concentration. So, each concentration is made up of five courses. All students will complete a special project as their capstone experience. This project will be completed in EDU 591. They are eligible to take EDU 591 after completing EDU 581: Research in Education.

***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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Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Beena Acchpal, Ph.D.	University of Connecticut	Early Childhood Development	
Laura Bower-Phipps, Ph.D.	University of Nevada	Curriculum & Instruction	
Maria Diamantis, Ed.D.	Teachers College, Columbia University	Mathematics Education	Graduate Coordinator
Adam Goldberg, Ed.D.	Teachers College, Columbia University	Mathematics Education	Department Chairperson
Marisa Ferraro, Ph.D.	University of Massachusetts	Literacy	
Jessica Kenty-Drane, Ph.D.	Northeastern University	Social Inequality	Department Chairperson, Sociology
Lee, Younhee	Penn State University	Mathematics Education	
Lin, Yi-Chun Tricia		Women's Studies and Literature	Director, Women's Studies
Lockwood, Heidi	Yale University	Feminist Theories & Practices	
Travis Marn, Ph.D.	University of South Florida	Child Development	
Helen Marx, Ph.D.	University of Connecticut	Global Education	
J. Gregory McVerry, Ph.D.	University of Connecticut	Literacy	
Jessica Powell, Ph.D.	University of North Carolina	Early Childhood	
Carrie-Anne Sherwood, Ph.D.	University of Michigan	Science Education	
Louise Shaw, Ed.D.	Hofstra University	Literacy Studies	
Regine Randall, Ph.D.	University of Connecticut	Content-Area Literacy	
Laura Reynolds, Ph.D.	Fordham University	Literacy	Coordinator, Graduate Reading
Meredith Sinclair, Ph.D.	University of North Carolina	English Education	

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

PROJECTED Enrollment	FY 2022					FY 2023					FY 2024				
	Fall 2021 Semester		Spring 2022 Semester		Summer 2022	Fall 2022 Semester		Spring 2023 Semester		Summer 2023	Fall 2023 Semester		Spring 2024 Semester		Summer 2024
	FT	PT	FT	PT	PT	FT	PT	FT	PT	PT	FT	PT	FT	PT	PT
Internal Transfer (from other programs within SCSU)															
New Students (first time matriculating)	2.00	10.00		5.00		2.00	15.00		10.00		2.00	20.00		10.00	
Continuing Students			2.00	10.00	17.00	2.00	10.00	2.00	25.00	27.00	2.00	25.00	2.00	45.00	32.00
Headcount Enrollment (includes Internal Transfers)	2.00	10.00	2.00	15.00	17.00	4.00	25.00	2.00	35.00	27.00	4.00	45.00	2.00	55.00	32.00
Total Estimated FTE per Year		5.30		7.00			12.30		13.70			19.00		20.30	
Revenue	FY 2022		FY 2023		FY24		Footnotes:								
	FT	PT	FT	PT	FT	PT	1)	Program consists of 30 credits.							
Tuition	\$26,396	\$193,380	\$39,594	\$405,555	\$39,594	\$617,730	2)	Enrollment assumptions: First Year; 2 New FT in Fall, 10 New PT in Fall and 5 New PT in Spring. Thereafter, 2 New FT every Fall and 15 New PT to 20 New PT for Fall and 10 New PT every Spring. No attrition is included because this is a Graduate program.							
Other Revenue (Registration Fee @ \$55 per student per session)	\$220	\$ 2,200	\$330	\$5,225	\$330	\$7,150	3)	Full Time students take 9,9,3 & 9 credits over Fall, Spring, Summer and Fall.							
Total Annual Program Revenue (Does NOT include Internal Transfers' revenue because it is NOT incremental.	\$222,196		\$450,704		\$664,804		4)	Part Time students take 6,6,6,6 & 6 credits over 4 semesters and 1 summer session.							
							5)	For the purpose of simple comparison, tuition rates and expenses do not reflect rate increases or inflation.							
Expenses	FY 2022		FY 2023		FY 2024		6)	The full time tuition rate is NET of pass-throughs such as University Fee (debt service), Student Activity Fees and Media Fees as these are transferred in full OUT of the operating budget.							
	Number	Amount	Number	Amount	Number	Amount	7)	There is currently enough teaching capacity available so there are no additional teaching resources / budget required.							
Advertising		\$10,000		\$10,000		\$10,000	8)	The only incremental budget needed is \$10,000 per fiscal year for appropriate marketing & advertising of this program.							
Administration (Coordinator) reassigned time 6 credits/year (Y1-Y3) @ \$80,000 plus 65.35% F/B		33,000		33,000		33,000	Rates used in revenue calculations are as follows:								Graduate Part Time Rate per Credit
Summer administration (Coordinator) Full-time faculty rate 2 credits/year @ \$2,264 incl. 60% F/B	2	7,245	2	7,245	2	7,245									
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									
Total Annual Expenditures		\$59,043		\$85,439		\$85,439									Registration Fee
Net Surplus (Deficit)	\$163,153		\$365,265		\$579,365										

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2010-21 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2020-21 academic year.

A True Copy:

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

ITEM

Acceptance of the Board of Regents Faculty Awards

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

For the 2020-21 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

RECOMMENDATIONS

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

04/09/2021 – BOR-Academic and Student Affairs Committee

04/22/2021 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2020-21 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community Colleges)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards³

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Susan Koski	Associate Professor/Criminology & CJ
Eastern	Dr. Susan DeRosa	Associate Professor/English
Southern	Dr. Rachel Furey	Assistant Professor/English
Western	Dr. Maya Aloni	Associate Professor/Psychology

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award

(Connecticut State Universities)

Dr. Maya Aloni

Southern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Mrs. Amely Cross	Associate Professor/STEM
Capital	Mr. Joshua Hummel	Associate Professor/Humanities
Gateway	Mrs. Jessica McLawhon	Associate Professor/Social Sciences
Housatonic	Mr. Matthew Dunne	Associate Professor/Behavioral & Social Sciences
Middlesex	Patrick Bryan, Ph.D.	Associate Professor/STEM
Three Rivers	Dr. Vandana Basu	Assistant Professor/Math and Science
Tunxis	Ms. Tatiana Machado	Associate Professor/Business Administration

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award
(Connecticut Community Colleges)

Mr. Matthew Dunne
Housatonic Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Rati Kumar	Associate Professor / Communication
Eastern	Dr. Thomas J. Balcerski	Associate Professor / History
Southern	Dr. Jason W. Smith	Assistant Professor / History
Western	Dr. Joshua Cordeira	Associate Professor / Biological and Environmental Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Thomas J. Balcerski
Eastern Connecticut State University

BOARD OF REGENTS
FACULTY AWARDS
Scholarly Excellence Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Dr. Kobie Stewart	Assistant Professor / Careers
Tunxis	Joyce Voisine	Associate Professor / Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Dr. Kobie Stewart
Asnuntuck Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Jessica V. Zolciak
Manchester Community College
Adjunct Professor – Biology

&

Dr. Regina Miller
Charter Oak State College
Adjunct Professor – Social and Behavioral Sciences/Early Childhood Education

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:
The other nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Ms. Kathleen Powers	Adjunct Professor / Liberal Arts
Capital	Ms. Alexandra Carey	Adjunct Professor / Humanities
Housatonic	Ms. Debra Kressu-Owen	Adjunct Professor / Business
Manchester	Ms. Jessica V. Zolciak	Adjunct Professor / Biology
Tunxis	Ms. Patti Klein	Adjunct Professor / English
Central	Dr. Sylvia Jalil-Gutierrez	Adjunct Professor / Anthropology
Charter Oak	Dr. Regina Miller	Adjunct Professor / Social and Behavioral Sciences/Early Childhood Education
Eastern	Professor Brenda Westberry	Adjunct Professor / Sociology and Criminology
Southern	Elena Epifano Byrne	Adjunct Professor / English

BOARD OF REGENTS
FACULTY AWARDS

Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Charles Baraw Southern Connecticut State University	Dr. Steven Brady Southern Connecticut State University	Dr. Mark Cistulli Central Connecticut State University
Dr. Neeta Connally Western Connecticut State University	Dr. Kelli Custer Western Connecticut State University	Ms. Jacqueline Decker Tunxis Community College
Dr. Mark Fabrizi Eastern Connecticut State University	Mr. Douglas Goodrich Naugatuck Community College	Dr. Chelsea Harry Southern Connecticut State University
Ms. Marie Kulesza Central Connecticut State University	Dr. Andrea Levy Middlesex Community College	Mr. Andrew Marvin Three Rivers Community College
Dr. Fatma Pakdil Eastern Connecticut State University	Ms. MaryBeth Rajczewski Asnuntuck Community College	Ms. Shelly Stoeher-McCarthy Southern Connecticut State University
Dr. H. Howell Williams Western Connecticut State University	Dr. Richard Zipoli Southern Connecticut State University	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

April 22, 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>
Eastern Connecticut State University	Mark Boxer Maryam Elahi Jeffrey A. Flaks	

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.

04/09/2021 – BOR Academic & Student Affairs Committee

04/22/2021 – Board of Regents

Mark Boxer, Executive Vice President and Chief Operating Officer for the University of Hartford

Dr. Mark Boxer '83 was named executive vice president and chief operating officer in June 2020 following his retirement from Cigna, where he served as global chief information officer for nine years. He was responsible for driving Cigna's worldwide technology strategy and overseeing the health company's technology operations, digital capabilities, analytics, and ventures.

Prior to joining Cigna, Dr. Boxer was group president, Government Healthcare at Xerox and served as deputy global CIO for the Xerox Corporation. Before joining Xerox, he was a member of Anthem's executive leadership team and served in various leadership roles at that company, including CEO and president of Technology, Operations, and Government Services, chief operations officer, chief information officer, president of Consumer Health Plans, and chief strategy officer. Prior to joining Anthem, Dr. Boxer was senior vice president of Information Technology and E-Commerce at Cigna Healthcare and served as chief information officer of Healthsource, a Cigna acquisition. He also spent 10 years with Hewlett Packard (Digital) in various senior technology management roles. He began his career with HP as a divisional CFO and group controller.

In addition to several corporate board positions and venture advisory roles, Dr. Boxer is a University of Connecticut (UConn) trustee and is an alumni representative for the Medical University of South Carolina. He has been recognized for his industry achievements by Computerworld, Insurance & Technology magazine, and the STEMconnector Consortium. He is a founding member of the Internet Ecosystem Innovation Committee (IEIC).

Dr. Boxer, a champion for advancing the employment of people with different abilities, is a recipient of the American Association of People with Disabilities "Justice for All" Award along with two United States congressmen.

He earned a Bachelor of Science in Engineering and a Bachelor of Arts in Physics from the University of Hartford, and in 2013, was awarded the UHart Alumni Association's highest honor for distinguished alumni, an Anchor Award. Dr. Boxer holds a Master of Business Administration in Finance from UConn and a Master of Science in Information Systems from Drexel University, as well as a doctorate in Health Administration from the Medical University of South Carolina and a second doctorate in Global Public Health from Arizona School of Health Sciences. He is currently completing postdoctoral research at the University of Oxford, Nuffield School of Primary Care.

Maryam Elahi, President and CEO of the Community Foundation of Central Connecticut

Maryam Elahi is President and CEO of the Community Foundation of Eastern Connecticut. Prior to joining the Foundation in 2013 and for more than 25 years, she served in positions of leadership in the international human rights community as an advocate, teacher, and grant-maker.

Ms. Elahi was the director of the International Women's Program at the Open Society Foundations in NYC from 2007 until 2013. She had previously been the founding director of the Human Rights Program at Trinity College in Hartford, establishing the first undergraduate college Human Rights Program in the United States. She taught courses on international human rights law at Trinity College, as well as at the Oxford University Summer International Human Rights Program. She served as the Advocacy Director on

the Middle East, North Africa, and Europe for Amnesty International in Washington, DC from 1990 to 1997. Over the years, she has led human rights missions to dozens of countries around the world.

Ms. Elahi is a graduate of the Fletcher School of Law and Diplomacy at Tufts University, Boston College Law School, and Williams College. She currently serves on the boards of Connecticut Public and Connecticut Council on Philanthropy. She is also on the advisory boards of numerous international human rights organizations. She was a former chair of the International Human Rights Committee of the American Bar Association and previously served on the boards of the Women's Commission for Refugee Women and Children, Center for Justice and Accountability, and ACLU of CT.

Ms. Elahi was honored in 2018 by the Connecticut Women's Education and Legal Fund for her service to the communities in Eastern Connecticut and for her years of service as a human rights advocate. Ms. Elahi is the recipient of the 2014 Boston College David S. Nelson Public Interest Law Award which recognizes an alum who has made significant contributions to the public sector or in public interest law. She was also recognized as a Global Impact Honoree by the Connecticut Women's Hall of Fame in 2015. Ms. Elahi is a member of the Massachusetts Bar.

Jeffrey A. Flaks, Chief Executive Officer and President of Hartford Healthcare

Over the past three decades, Jeffrey Flaks has been an innovator and leader in the healthcare field, enhancing health care delivery and access throughout Connecticut and beyond. At Hartford HealthCare he oversees a \$4.3 billion enterprise serving more than 1.7 million patients and customers. Innovations at Hartford Healthcare include an Institute model that offers integrated care across six clinical areas; entry as a charter member of the Memorial Sloan Kettering Cancer Alliance, extending access to world-renowned cancer research in Connecticut; and construction of the award-winning \$150 million Bone & Joint Institute, which has introduced a new era for musculoskeletal care in New England.

A proud Connecticut native, Mr. Flaks began his tenure at Hartford HealthCare in 2004 and has served in a variety of executive and operational roles prior to his current position. Before joining Hartford HealthCare, he held leadership roles in health systems in New York and Detroit. In addition to serving on the American Hospital Association's Health System's Council, Mr. Flaks serves as co-chair of the Connecticut Governor's COVID-19 Health System Response Team and was appointed to the Governor's Workforce Council.

Mr. Flaks' career has been marked by significant service to the community outside of his professional role, having served on the Board of Trustees of George Washington University and now as a director of the Connecticut Science Center, Connecticut Public Broadcasting Inc., Hartford Promise and the Connecticut Hospital Association.

Mr. Flaks earned a master's degree in health services administration at The George Washington University, where he is a member of The George Washington University School of Public Health Dean's Council and the University's President's Advisory Council. He received a Bachelor of Science degree at Ithaca College.

RESOLUTION
concerning
**DELEGATION OF AUTHORITY FOR CONFERRING HONORARY
DEGREES FOR COMMENCEMENT CEREMONIES 2021**

April 9, 2021

WHEREAS, the CSCU Policy 1.3 – Granting Honorary Degrees approved on March 15, 2012 via Board Resolution 12-019 provides for honorary degrees to be awarded to honor persons who advance the work and reputation of the Connecticut State Colleges and Universities; and

WHEREAS, the Policy further states that all honorary degrees are conferred by the Board of Regents upon the recommendation by the University or College President; and

WHEREAS, based on concerns for the ongoing pandemic and social distancing during the hooding ceremony, the Board of Regents delegates the authority for conferring honorary degrees to the University and College Presidents for the 2021 Commencement ceremonies; now therefore, be it

RESOLVED, the University and College Presidents are authorized to award honorary degrees for the 2021 commencement ceremonies.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review Low Completers

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education accept the submission of the academic program review low completers report by the CSCU institution for the 2019-20 academic year 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 Low Completer Report 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. As part of that review process, the Board of Regents Low Completer Policy requires that institutions provide information on programs that meet the criteria for low completion and recommend one of four actions for each identified low completer program, namely:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation

The results from the Low Completer reports from CSCU institutions is herein presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration.

RATIONALE

It is the principal intention of the Low Completer Policy to facilitate a process to conduct reviews of low producing academic programs in terms of these programs' productivity over a three-year period. This aspect of program review is also applicable to considerations regarding the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions identified and reported out on 73 low completer programs. The institutions' actions taken 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 low completer review by the CSCU institutions for the 2019-20 academic year.

04/09/2021 – BOR-Academic and Student Affairs Committee

04/22/2021 – Board of Regents

Connecticut State Colleges and Universities
Low Completer Aggregate Report
2019.2020 Program Reviews

Institution	# of Low Completer Programs	Termination	Suspension	Consolidation	Continuation	Zero Financial Impact
Asnuntuck	1				1	
Capital	0					
Gateway	3				3	
Housatonic	8	6			2	1
Manchester	None					
Middlesex	20	2	1	4	14	7
Naugatuck Valley	None					
Northwestern	None					
Norwalk	None					
Quinebaug	None					
Three Rivers	None					
Tunxis	None					
COSC	None					
Central	4		1		3	
Eastern	None					
Southern	15				15	
Western	22	4	1		17	1
Totals	73	12	3	4	56	9

Connecticut State Colleges and Universities
2019-2020 Academic Program Reviews
Low Completer Report

Asnuntuck Community College			
Program	Credential	Three-Year Completion	Recommendation
Gerontology	Certificate (4)	2.7	Continuation: <ol style="list-style-type: none"> 1. Market to students with the Allied Health programs as many are starting to express interest in the field 2. Market to Assisted Living and Nursing Home personnel in Connecticut and Massachusetts
Gateway Community College			
Program	Credential	Three-Year Completion	Recommendation
Computer Science: Mobile Application Development Option	Associate of Science (8)	1	Continuation: <ol style="list-style-type: none"> 1. Reactivate the Program's Advisory Committee 2. Identify two consultants to meet with members of the Computer Science faculty 3. Creation of a learning rubric identifying key program competencies
Computer Science: Data Security Specialist Option	Associate of Science (8)	0	Continuation: <ol style="list-style-type: none"> 1. Enhance relationships with area businesses and industry—create partnerships with insurance and financial organizations where data security is a priority. 2. Develop relationships with area high schools—building on relationships set through the College's Perkins grant, and special dual enrollment agreements with Hamden High School and Hillhouse High School. 3. Redesign the program's Advisory Committee to include businesses and industry leaders who can advise curriculum changes and internship opportunities.

			4. Investigate transfer articulation opportunities with area four-year institutions, especially SCSU, Quinnipiac University, University of New Haven.
Electrical Engineering Technology	Associate of Science (8)	7	Continuation: 1. Enhance relationship with local high schools—building on partnerships such as Hamden High School’s HECA program (Hamden Engineering Careers Academy). Publicize the unique opportunity for high school students to begin foundation courses while still in high school. 2. Marketing strategies focusing on recruiting under-represented populations, such as African-American, Latinx, and women, and jobs waiting after graduation. 3. Program modifications: more stress on prototyping and building circuits in all EET courses and introducing more effective construction techniques; and introduce more computer-based circuit drawings and presentation software (common in industry). 4. Semester course offerings should be more flexible and adapted to those students who can’t be on a four or six semester cycle.
Housatonic Community College			
Program	Credential	Three-Year Completion	Recommendation
Paramedic Studies	Associate of Science (8)	NA	Termination
Industrial Design	Associate of Arts (8)	NA	Termination
Aviation Maintenance	Associate of Science (8)	NA	Under review for termination
Technology Studies	Associate of Science (8)	NA	Under review for termination
Technology Studies, Electrical Option	Associate of Science (8)	NA	Under review for termination
Math / Science, Electrical	Certificate (4)	NA	Under review for termination

English as a Second Language, Advanced English Proficiency	Certificate (4)	NA	Continuation: 1. program contributes to students, community, and college 2. program supports other programs
Theater Arts, Performance Track	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. Program supports other programs
Middlesex Community College			
Program	Credential	Three-Year Completion	Recommendation
Business Skills	Certificate (4)	NA	Termination
Technology Studies, Engineering Technology Option	Associate of Science (8)	NA	Termination
Fine Arts, Graphic Design	Associate of Arts (8)	7.7	Suspension in order to consolidate with Fine Arts Associate of Arts
Biotechnology	Associate of Science (8)	NA	Consolidation to align with Capital Community College Biotechnology Program for Connecticut State Community College
Biotechnology	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. All courses in this certificate program are required within the Biotechnology Associate Degree program (to undergo consolidation with Capital CC Biotechnology AS degree program). 2. In addition, this program has attracted students who already have a Bachelor's or Master's Degree and are seeking specialized skills and employment in Biotechnology.
Ophthalmic Medical Assisting	Certificate (4)	NA	Continuation: Zero Fiscal Impact
Accounting Technician	Certificate (4)	NA	Continuation: Aligning with Connecticut State Community College program
Entrepreneurship	Certificate (4)	NA	Continuation: Aligning with Connecticut State Community College program
Child Development Associate Credential	Certificate (4)	NA	Continuation: Zero Fiscal Impact 1. The certificate program has zero fiscal impact. 2. This certificate is under the parent Early Childhood Education AS degree program which has a 3 year (2018-2020) average completion rate of 8.7. 3. Fall 2020, the parent program completed its' self-study and site visit by the National Association for the Education of Young Children (NAEYC). Feedback will be incorporated to strengthen both parent and certificate program.

			4. Increase program specific outreach and recruitments events (virtual & on-ground), develop stronger relationship with the area high schools building a program pipeline.
Communications Networking; Help Desk Technician; Software Developer	Certificates (4)	NA	Continuation: Zero Fiscal Impact <ol style="list-style-type: none"> 1. All courses are required in existing degree programs, particularly in the Computer Information Technology program. 2. The faculty program coordinator is continuing development work on a proposal to redesign the Computer Information Technology (CIT) Associate degree program along the lines of our Digital Media Production Associate degree program; that is, a “parent” degree with embedded stackable certificates. 3. However, the CIT degree program is listed in Round One of the community college program consolidation project. Round One is still in process with curricular alignment and incorporation of the proposed General Education Core. MxCC faculty have recommended no action with these certificate programs pending the outcome of Round One of the community college program consolidation project.
Corporate Media Production; News & Sports Production; Multimedia Web Design & Development	Certificates (4)	NA	Continuation: <ol style="list-style-type: none"> 1. These three certificate programs are part of the consolidation academic program, Digital Media Production A.A.S. degree program with a 3 year (2018-2020) average completion rate of 23.0 (inclusive of stackable credentialed programs listed), in the Center for New Media. 2. Students who enroll in this degree program must also co-enroll in a 30-credit specialty certificate representing a “stackable credential” which also serves as a specialization with meaning in the industry. 3. There has been a small but steady increase in completion of these programs which is expected to continue due to the consolidation and stackable credentials in the program.
Broadcast Communications	Certificate (4)	NA	Continuation: Zero Fiscal Impact <ol style="list-style-type: none"> 1. All courses are required in existing degree programs.
Biotechnology	Certificate (4)	NA	Continuation: Zero Fiscal Impact <ol style="list-style-type: none"> 3. All courses in this certificate program are required within the Biotechnology Associate Degree program (to undergo consolidation with Capital CC Biotechnology AS degree program).

			4. In addition, this program has attracted students who already have a Bachelor's or Master's Degree and are seeking specialized skills and employment in Biotechnology.
Health Information Management	Certificate (4)	NA	Continuation: <ol style="list-style-type: none"> 1. The program has undergone a significant program modification to meet accreditation standards for the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP), with a name change to Clinical Coding to more accurately reflect the curriculum; approved by the BOR Fall 2020. Accreditation compliance will now allow us to increase our marketing efforts to increase enrollment. 2. Program specific outreach and recruitment are actively underway, working on a pipeline between area high schools and the college, and articulating courses in the program with continuing education programs. 3. This program is under the parent degree of Health Information Management, AS with 21 stackable credits. 4. This program can be completed fully online and on-ground.
Health Information Management	Associate of Science (8)	NA	Continuation: <ol style="list-style-type: none"> 1. The program has undergone a significant program modification to meet accreditation standards for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) with a name change to Health Information Technology: Data Management, and inclusion of the New General Education core; approved by the BOR Fall 2020. Accreditation compliance will now allow us to increase our marketing efforts to increase enrollment. 2. It has also been approved (Fall 2020) for Unique Program Status under the One College Catalog. 3. Program specific outreach and recruitment are actively underway, working on a pipeline between area high schools and the college, and articulating courses in the program with continuing education programs. 4. We have an articulation agreement with Charter Oak State College for students to transfer to their CAHIIM-accredited bachelor's degree program. 5. This program can be completed fully online and on-ground
Engineering Science	Associate of Science (8)	6.3	Continuation:

			<ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT) which prepares students to complete an Associate degree in Engineering Science to transfer seamlessly into a Bachelor's degree Program in Engineering Science with junior level status in a COT affiliated institution (ECSU, CCSU, SCSU, UConn, University of New Haven, University of Hartford & University of Bridgeport). 2. This program is one of the fifth highest in enrollment at MxCC, however students transfer before completing the degree. We are looking at facility upgrades and faculty recruitment to strengthen the program, including an "A-to-B" initiative with CCSU as well as reverse transfer. 3. Current 3 year average (2018-2020) completion rate is 6.3 which is consistent with the 3 year average (2017-2019) of 6.3. 4. Program specific outreach and recruitment are actively underway and working on a pipeline between area high schools and the college to increase enrollment.
Technology Studies, Computer Engineering Technology Option	Associate of Science (8)	2.3	Continuation: <ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT).
Technology Studies, Manufacturing Machine Technology Option	Associate of Science (8)	3	Continuation: <ol style="list-style-type: none"> 1. This program is part of the Connecticut College of Technology (COT).
Technology Studies	Certificate (4)	NA	Continuation: <ol style="list-style-type: none"> 1. The certificate program has zero fiscal impact and it is a parent program under the College of Technology
Management Information Systems	Associate of Science (8)	NA	Continuation: Zero Fiscal Impact. <ol style="list-style-type: none"> 1. All courses are required in the Business Administration, Accounting, and Computer Information Technology degree programs. 2. Program Coordinator is also coordinating the Computer Information Technology (CIT) program with no additional course release, therefore no additional personnel are required for the administration of the degree. 3. The TAP degree that would be used to replace this degree has been hold pending consolidation and other system-level initiatives. Once the TAP degree is established for MIS, it will replace this transfer-oriented degree program.

Central Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
Music	Bachelor of Arts (10)	3.3	Continuation: Recommended action is program revision. The average number of conferrals is 3.3 over the past 3 years. It is important to note that other discipline-specific teacher preparation programs for secondary education (e.g., English, History, Mathematics) count enrollments within a primary major. However, because Music Education prepares students for K-12 instruction, we cannot combine enrollments with Music BA students, even though two-thirds of the coursework overlaps. For this reason, students who initially explore the BS Music Education but decide against pursuing certification can typically graduate on time with the BA degree. Headcount enrollment in the program has averaged 13.7 students over the past 3 years. When combined with the Music Education students, program enrollment and conferral rate increases. As noted in the recent feedback from the National Association of Schools of Music (NASM), the program requires revision. Given the number of faculty is sufficient (per NASM's review) and the number of students currently enrolled in the BA and BS(ED), temporarily suspending the program would significantly impact student success. Program revision can be successfully accomplished while serving our current students
Music Education	Bachelor of Science (10)	3	Continuation: Recommended action is program revision. The average number of conferrals is 3 over the past 3 years. Headcount enrollment in the program has averaged 44.3 students over the past 3 years. NASM notes that the current overall number of students enrolled as music majors (all programs) is almost twice the minimum (25) required by NASM standards for a music unit offering both undergraduate and graduate programs. Although enrollment is strong enough to support a higher conferral rate, it appears that students are initially attracted to the program but do not remain in the program or become stalled. As noted in the recent feedback from the National Association of Schools of Music (NASM), the program requires revision. Given the number of faculty is sufficient (per NASM's review) and the number of students currently enrolled in the BA and BS(ED), temporarily suspending the program would significantly impact student success. Program revision can be successfully accomplished while serving our current students.

Music Education	Master of Arts (5)	2.7	Suspension: This program was suspended on June 5, 2020. The average number of conferrals is 2.7 over the past 3 years. Using feedback from a recent accreditation visit from the National Association of Schools of Music (NASM), the intent is to redesign the program with a hopeful relaunch by Fall 2021.
Southern Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
English (7-12)	Bachelor of Science (10)	12.3	Continuation: Minor Revisions
English	Master of Arts (5)	2.6	Continuation: Minor Revisions
English	Master of Science (5)	5	Continuation: Minor Revisions
MFA-Creative Writing	Master of Fine Arts (5)	4.3	Continuation: Minor Revisions
French	Bachelor of Arts (10)	1.6	Continuation: Modifications
German	Bachelor of Arts (10)	.6	Continuation: Modifications
Italian	Bachelor of Arts (10)	1.3	Continuation: Modifications
Italian,(7-12)	Bachelor of Science (10)	0	Continuation: Modifications
Political Science	Bachelor of Arts (10)	12.6	Continuation: Minor Revisions
Political Science	Bachelor of Science (10)	10.3	Continuation: Minor Revisions
Political Science	Master of Science (5)	4	Continuation: Modifications
Romance Languages	Master of Science (5)	4.6	Continuation: Modifications
Spanish	Bachelor of Arts (10)	10.3	Continuation: Modifications

Spanish, (7-12)	Bachelor of Science (10)	3.6	Continuation: Modifications
Theatre	Bachelor of Arts (10)	9.6	Continuation: Modifications
Western Connecticut State University			
Program	Credential	Three-Year Completion	Recommendation
Digital and Interactive Media Arts	Bachelor of Arts (10)	NA	Program Continuation: 1. We have only been awarding degrees for a few years, there is steady growth. As of Fall 2020, there are fifty majors
Applied Computing	Bachelor of Arts (10)	NA	Program Continuation: 1. This is a degree completion option for students who struggle with the BS in Computer Science. There are no separate courses for this degree, so there is no revenue impact. We expect the degree conferral numbers to be low as we strive to help students complete the BS>
American Studies	Bachelor of Arts (10)	1.6	Program Termination: 1. We are currently going through governance processes to close this program.
Mathematics	Bachelor of Arts (10)	NA	Program Continuation: 1. This department has recently completed their program review and they are devising new recruiting strategies. In addition, they have added the BS in Applied and Computation Mathematics, which is meant to bring in new students for both degrees. NOTE: Our main recruiting event, "Who Wants to Be a Mathematician" was cancelled due to COVID-19. We hope to see improvement when we are able to bring high school students to campus next year.
Mathematics	Master of Arts (5)	NA	Continuation: 1. We anticipate growth in this program as a result of the new BS in Applied and Computational Mathematics. 2. We will monitor these numbers for impact and reconsider if they do not improve.

Contract Major	Bachelor of Arts (10)	NA	Continuation: Zero Fiscal Impact 1. This program is designed to support creative students in need of a unique path. It will always be small. 2. All degree plans are built on existing courses, so there is no financial impact.
Earth and Planetary Sciences	Bachelor of Arts (10)	.75	Termination: 1. After completing the recent program review, we are closing this degree program. We are in the governance review process now.
Earth and Planetary Sciences	Master of Arts (5)	.75	Termination: 1. After completing the recent program review, we are closing this degree program. We are in the governance review process now.
Meteorology	Bachelor of Science (10)	NA	Continuation: 1. This program is completing its program review this year. We will determine next steps when that process is complete.
BA Anthropology/Sociology	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Economics	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Social Sciences	Bachelor of Arts (10)	NA	Continuation: 1. This program has just started the program review process this year. We will investigate strategies for growth as part of that process.
Spanish	Bachelor of Arts (10)	NA	Continuation: 1. While the numbers of graduates in this program remains small, most of the curriculum also serves an emerging area of expertise in translation (a minor), and we have identified that as an important recruiting tool for heritage speakers. All foundational classes are always full, and upper levels run with reasonable enrollment caps. In addition, this department supports

			the general education curriculum for all BA students in need of at least two semesters of a foreign language.
Music	Bachelor of Music (10)	8.6	Continuation: <ol style="list-style-type: none"> 1. The BM in Music has several options. Having just completed our visit from NASM, we are examining recruiting, scheduling, and consolidation options. 2. NOTE: BM in Audio Production and the BS in Music Education are thriving and much of the curriculum is shared across programs.
Music	Master of Science (5)	4	Suspension: <ol style="list-style-type: none"> 1. Admission to this program has been suspended. 2. We are currently developing a proposed revision to attract a wider range of students.
English	Master of Arts (5)	NA	Termination: <ol style="list-style-type: none"> 1. This program is recommended for closure. We are currently going through the governance processes required.
Elementary Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is on a growth trajectory. We have finally completed the phase out of the older, discipline-based programs, which impacted our completion data. The last two years moved from 9 to 18 degrees awarded and we expect this to continue.
Secondary Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is completing the program review cycle and will have a visit from CAEP in April. 2. As part of that review, we are working on a plan to enhance recruiting.
Health Education	Bachelor of Science (10)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is completing the program review cycle and will have a visit from CAEP in April. 2. As part of that review, we are considering the feasibility of this program.
History	Master of Arts (5)	NA	Continuation: <ol style="list-style-type: none"> 1. This program is in the midst of the Program Review process.

			2. As part of that review, we are considering the feasibility of this program.
Teaching	Master of Arts (5)	NA	Continuation: 1. The launch of the new MAT has not yielded the projected enrollments. 2. We are now examining an alternate year cohort model.
Nursing Education	Doctorate of Education (1)	NA	Continuation: 1. WCSU partners with SCSU on this degree. While many are admitted through Southern (and therefore they award the degree), the curriculum is evenly split between the two campuses, so the classes are fully subscribed, and the degree completion rates meet the standard.



RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2020 - 2021 All-CT Academic Team includes 29 outstanding CSCU Community College students:

Sally Dejesus, Asnuntuck Community College
Miriam Hintz, Asnuntuck Community College
Deanna Savoir, Asnuntuck Community College
Vincent Walter, Asnuntuck Community College
Laden Hoxha, Capital Community College
Holly Johnson, Capital Community College
Ashley Ayala, Gateway Community College
Larysa Dubrovskaya, Gateway Community College
Margaret Gaughran, Gateway Community College
Joshua Lamoria, Gateway Community College
Daniela Roldan, Housatonic Community College
Geeta Khade, Manchester Community College
Gideon Osei Bonsu, Manchester Community College
Nadia Zuniga, Manchester Community College
Eva-Larue Barber, Middlesex Community College

John Howell, Middlesex Community College
Irving Amaral, Naugatuck Valley Community College
Lisa Marschall, Naugatuck Valley Community College
Julia Henrickson, Northwestern Connecticut Community College
Madison Peladeau, Northwestern Connecticut Community College
Erin Sullivan, Northwestern Connecticut Community College
Emily Kempa, Norwalk Community College
Jack Waters, Norwalk Community College
Rowan Coleman, Quinebaug Valley Community College
Breana Weidele, Quinebaug Valley Community College
Jean Charles, Three Rivers Community College
Weili Li, Three Rivers Community College
Naomi Benningfield, Tunxis Community College
Madelyn Bourassa, Tunxis Community College

WHEREAS, Madison Peladeau of Jackson, Mississippi and a student at Northwestern Connecticut Community College was also named a Coca-Cola Academic Team Silver Scholar and will receive a Coca-Cola Foundation scholarship; and

WHEREAS, Professors Todd Bryda and Crystal Wiggins devoted their time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2020 - 2021 All-CT Academic Team and their advisors.

A True Copy:

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

March 5, 2021

Dr. Jane Gates
Interim President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Gates:

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

Dr. Vivian Shipley – SCSU Professor of English & Creative Writing
CSU Professor

Sincerely,



Joe Bertolino
President

JB/meh

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

January 13, 2021

Dr. Jane Gates
Interim President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Gates:

I wish to inform you that I have awarded the designation of Emeritus status to the following Library faculty member, for her exemplary service to Southern Connecticut State University:

Ms. Winnie Shyam – Librarian

Sincerely,



Joe Bertolino
President

JB/meh

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

April 1, 2021

Dr. Jane Gates
Interim President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Gates:

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

Ms. Diane Tomasko – Library Faculty

Sincerely,



Joe Bertolino
President

JB/meh

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 24, 2021	
Characteristics of Below-Threshold Offering Name of Offering: Building Construction Management Type of Offering (e.g. Grad Certificate) Minor Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable): 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	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 18 # 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 18	
CIP Code No. n/a Title of CIP Code n/a		
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> The 18-credit minor in Building Construction Management provides students who are not majoring in Construction Management with an opportunity to develop additional knowledge in a growth industry. The structure of the minor provides a streamlined sequence for students to pursue depth in building construction, safety, and planning with an opportunity to complete a hands-on project in the field. Approximately 10 to 20 students per year may be interested in this minor.		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> Courses are already offered in the Construction Management major.		
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		

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING

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			18	Other Requirements		
CM 265: Print Reading/Quantity Take-Off		MATH 103 or Placement Exam,	3			
CM 165: Building Construction Systems		None	3			
CM 325: Building Construction Estimating		CM 165 and CM 265	3			
CM 335: Construction Safety		None	3			
CM 355: Construction Planning		CM 325 or 345.	3			
CM 455: Construction Project Management		MGT 295, or admission to M.S. in Construction Management or Technology Management, or permission of department chair.	3			
Prerequisites						
Total Other Credits Required to Issue Credential						
Other Details						
Learning Outcomes - L.O. <i>(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)</i>						
1. n/a						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 24, 2021
Characteristics of Below-Threshold Offering Name of Offering: Computer Science Minor for Teacher Certification Type of Offering (e.g. <i>Grad Certificate</i>) Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : 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	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 22-23 # Credits of Electives in Field: 0 # Credits of Electives: 0 # Credits Special Requirements (e.g. <i>internship</i>): 0 Total # Credits the Institution Requires to Award the Credential 22-23
CIP Code No. N/A Title of CIP Code N/A	
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>This minor provides education students with the knowledge to teach K-12 computer science. The focus of the curriculum for this potential cross-endorsement represents the range of knowledge areas necessary to give the computer science background necessary for teaching with this focus. The intent of this curriculum is not to be inclusive of all courses necessary to be a teacher, but rather to provide the computer science content for teachers to understand & appreciate the breadth of computer science and develop the technical knowledge for teaching K-12 computer science.</p> <p>Teachers will be knowledgeable and experienced in</p> <ol style="list-style-type: none"> 1. Impacts of computing 2. Computational thinking and problem-solving 3. User interface design 4. Programming 5. Data representation 6. Structure of the Internet 7. Ethical issues and constraints of computing 	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> None. Course are already offered in existing programs at the university.	

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

Institutional Contact for this Proposal: Chad Williams	Title: Program Coordinator and Professor of Computer Science	Tel.: 860-832-2719 e-mail: cwilliams@ccsu.edu
Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: CCSU Main Campus		

SECTION 2: DETAILS OF NEW OFFERING

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			22-23	Other Requirements		
MATH 217 Discrete Mathematics for Computer Science		MATH 119 with grade of C- or higher, or MATH 115 and MATH 116 both with of grade C- or higher.	4			
CS 140 Survey of Computer Science			3			
CS 151 Computer Science I		Grade C- or better in (MATH 152 or MATH 217 or MATH 218) (may be taken concurrently) or placement test.	3			
CS 152 Computer Science II		Grade C- or better in both CS 151 and (MATH 152 or MATH 217 or MATH 218).	3			
CS 253 Data and File Structures		Grade C- or better in CS 152 and (MATH 152 or MATH 217 or MATH 218)	3			
CS 254 Computer Organization and Assembly Language Programming		Grade C- or better in either CS 151 or MATH 471.	3			
TE 350 Current Topics in STEM Education		TE 299	3			
-OR- TE 417 Robot Design & Construction		TE 250 and 221	4			
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. N/A

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 24, 2021
Characteristics of Below-Threshold Offering Name of Offering: Software Engineering Type of Offering (e.g. Grad Certificate) OCP 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. 140903 Title of CIP Code Software Engineering	
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>This certificate program is designed for college graduates wishing to expand or update their knowledge of software engineering. This official certificate program provides a core background in software engineering and can also be obtained on the path to the Software Engineering master's degree.</p> <p>The Official Certificate Program in Software Engineering prepares students for professional growth in the field of software engineering, including software architecture and design, software development, software testing and quality assurance, and software maintenance. It focuses on the foundational concepts of the field and emphasizes the practical applications of these concepts.</p> <p>The CT Department of Labor reports that Software Developers (Applications and Systems) are "hot jobs" and "in demand growth". 2019 Connecticut Career Paths gives impressive statistics of "employed/annual total openings: 5,237 / 434".</p> <p>According to the US Department of Labor Bureau of Labor Statistics, demand for software developers and software engineers is projected to grow 22% between 2019 and 2029, which is much faster than average. Given that Software Engineering is a rapidly changing field, this certificate will provide a much-needed update of core practical concepts focused on the current industrial trends, practices, and methods, which could spur innovation and job advancement for those already in the workforce.</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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

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)*

No new resources required. Courses are core offerings in the MS Program for Software Engineering. Additional instructional sections would scale only with enrollment demand.

Institutional Contact for this Proposal: Stan Kurkovsky,
Neli Zlatareva

Title: Program Co-
Coordinators, and
Professors of
Computer Science

Tel. 860-873-2720
e-mail: kurkovsky@ccsu.edu
Tel.: 860-832-2723
e-mail: Zlatareva@ccsu.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science, and Technology; CCSU Main Campus

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING

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		
CS 505 Design Patterns	2	CS 501	3			
CS 506 Software Testing and Quality Assurance	1	CS 501	3			
CS 510 Fundamentals of Software Engineering	1, 2	CS 501	3			
CS 530 Advanced Software Engineering	2	CS 510	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. Have the ability to solve software engineering problems in a variety of application settings.
2. Understand and apply modern software engineering concepts, techniques, practices, and tools.
3. Recognize the need for, and have the ability to engage in, continuing professional development.
4. Have the ability to communicate effectively and possess appropriate teamwork skills.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: February 24, 2021
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019	
Original Program Characteristics CIP Code No. 513804 Title of CIP Code Nurse Anesthesia Practice Name of Program: Doctorate of Nurse Anesthesia Practice Degree: Title of Award (e.g. Master of Arts) DNAP Stand-Alone Certificate: (specify type and level) Date Program was Initiated: N/A OHE#: 18266 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: 86 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above):</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 86
Modified Program Characteristics Name of Program: Doctorate of Nurse Anesthesia Practice Degree: Title of Award (e.g. Master of Arts) DNAP Certificate ¹ : (specify type and level) Program Initiation Date: N/A 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): 86 Other:	Modified Program Credit Distribution # Credits in General Education: 0 # Credits in Program Core Courses: 86 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above):</u> 86 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 86
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification The change involves increasing one core course (ANES 500) from 3 to 4 credits and decreasing one core course (ANES 515) from 3 to 2 credits. These changes rightsize the courses' contact hours to optimize student learning. These changes do not affect the total number of credits in the 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. Two courses are changing credit value.	
Institutional Contact for this Proposal: Mark Jackson Title: Program Coordinator and Professor of Biology Tel.: 860-832-2650 e- mail: jacksonmae@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology, CCSU main campus	

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PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ANES 500: Principles of Nurse Anesthesia Practice I			3 4			
ANES 515: Professional Aspects of Nurse Anesthesia Practice			3 2			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						

Struck through credits are the original values before the change.

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

1. Analyzes best-practice models for nurse anesthesia patient care management through integration of knowledge acquired from arts and sciences within the context of the scope and standards of nurse anesthesia practice.
2. Undertakes complex leadership role and integrate critical and reflective thinking to facilitate intraprofessional and interprofessional collaboration.
3. Uses evidence-based practice in clinical decision making, develop and assess strategies to improve patient outcomes and quality of care.
4. Evaluates the impact of public processes on financing and delivery of healthcare.
5. Assesses and evaluates health outcomes in a variety of populations, clinical settings, and systems.
6. Completes and disseminates scholarly work, demonstrating knowledge with an area of academic focus.
7. Uses information systems/technology and evaluate clinical and research databases to support and improve patient care and healthcare systems.
8. Demonstrates ability to advocate for health policy change to improve patient care and advance the specialty of nurse anesthesia.
9. Analyzes healthcare delivery systems, organizations, and risk management plans to improve outcomes for the patient, organization, and community.
10. Demonstrates ethical decision-making; and communicates and represents themselves in accordance with the Code of Ethics for CRNAs.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University

Date of Submission to CSCU Office of the Provost: February 24, 2021

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

Original Program Characteristics

CIP Code No. 27.0101 Title of CIP Code Mathematics, General

Name of Program: Mathematics

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

Stand-Alone Certificate: (specify type and level)

Date Program was Initiated: 01/01/1976 OHE#: 00084

Modality of Program: x On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: x On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 40-41

Credits in Program Core Courses: 43

Credits of Electives in the Field: 5

Credits of Free Electives: 0-3

Cr Special Requirements (include internship, etc.): 30

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: Mathematics

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

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): 120

Other:

Modified Program Credit Distribution

Credits in General Education: 40-41

Credits in Program Core Courses: 43

Credits of Electives in the Field: 5

Credits of Free Electives: 0-2

Cr Special Requirements (include internship, etc.): 30-31

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 MATH 414 and MATH 415 will replace MATH 413. These two classes together will be 6 credits. These credits can be found by using the 4 credits that were used by MATH 413, and two additional unencumbered credits that exist within the 120 credits that this program already needs for graduation.

There are three strong reasons that this change is being requested. The first two are related to our accreditation. We are required to have in our program separate experiences for our students in middle school mathematics classrooms and high school mathematics classrooms. As the program is now, most students get one or the other, but not both. These classes would each include fieldwork in mathematics classrooms at the appropriate level.

Also required by our accrediting agency is the incorporation of the History of Mathematics into our program. We already cover the history of numeration in MATH 313 but have not included other topics' history in MATH 413 due to the lack of time and amount of other information that needed to be presented to students. The separation of topics and added time that we

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would have if given these two classes would allow us to incorporate the history of other topics, such as algebra and geometry, both being secondary mathematics courses.

The third reason is that the State of Connecticut Department of Education has placed another required assessment in the path to certification of all teachers call edTPA. This is an extremely high stakes assessment that students must complete while student teaching. Once they are student teaching, neither their host teacher nor the university supervisor is permitted to assist. If they do not score a passing grade, they are not granted certification. It is therefore imperative that they are fully prepared within the courses they complete prior to student teacher. The edTPA assessment that our students take is mathematics specific, and therefore the only preparation that our students get is from courses they take in our department. These two classes would give our students more time to internalize the requirements and practice them before student teaching.

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

None.

Institutional Contact for this Proposal: Dr. Marian Anton Title: Tel.: 860-832-1941 e- mail: anton@ccsu.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science and Technology, 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		
MATH 120: Problem Solving I			1	Professional Education		
MATH 152: Calculus I			4	SPED 315: Introduction to Educating Learners with Exceptionalities		3
MATH 211: Clinical Experience in Mathematics Education I			1	EDTE 316: Principles of Learning in Diverse Settings (Secondary)		4
MATH 218: Discrete Mathematics			4	LLA 440: Literacy instruction in the Secondary School		3
MATH 220: Problem Solving II			1	EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level		3
MATH 221: Calculus II			4	MATH 413: Teaching Mathematics in the Secondary School		4
MATH 228: Introduction to Linear Algebra			4	EDSC 435: Secondary Education Student Teaching		9
MATH 313: Number Systems from an Advanced Viewpoint			3	MATH 426: Student Teaching Seminar		1
MATH 320: Problem Solving III			1	EDF 215 Education in a Multicultural Society		3
MATH 327: Curriculum & Technology in Secondary Mathematics I			3			
MATH 328: Curriculum & Technology in Secondary Mathematics II			5			
MATH 366: Introduction to Abstract Algebra			4			
MATH 377: Introduction to Real Analysis			4			
MATH 383: College Geometry			3			
STAT 314: Introductory Statistics for Secondary Teachers			3			
				Math 414 Teaching Mathematics in the Middle School		3
				Math 415 Teaching Mathematics in the High School		3
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential						
Courses in BOLD are being added. Courses that are struck through are being removed.						

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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. Understand basic analytic arguments using such common notions as epsilon/delta, infinite sums, and limits.
2. Understand basic algebraic and discrete notions, such as facts about vector spaces and counting arguments.
3. Be able to independently investigate more advanced topics in mathematics and present their results to others in a clear way.
4. Apply mathematical principles to the solution of problems, including real world applications.
5. Understand issues concerning the mathematics curriculum for grades 7-12.
6. Develop skills necessary to become an effective teacher of mathematics.

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 1.27.21
Most Recent NECHE Institutional Accreditation Action and Date: 5th Year Interim Report accepted February 2017	
Original Program Characteristics Name of Program: Healthcare Studies Degree: Title of Award (e.g. Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: Fall 2019 OHE#: 019485 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Original Program Credit Distribution # Credits in General Education: 47 # Credits in Program Core Courses: 40 # Credits of Electives in the Field: # Credits of Free Electives: 33 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 120</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
CIP Code No. 51.0001 Title of CIP Code Health and Wellness, General	
Modified Program Characteristics Name of Program: Healthcare Studies, Concentration in Speech-Language Pathology Assistant Degree: Title of Award (e.g. Master of Arts) BS 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): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 47 # Credits in Program Core Courses: 53 # Credits of Electives in the Field: 0 # Credits of Free Electives: 17 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program (sum of all #Cr above): 120</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification The BS-Healthcare Studies (HLS) program provides broad-based education about the US healthcare system, and is designed to provide students with an entry to employment in the healthcare sector. A broader goal for the program is to supplement the curriculum with training for specific career paths. This program modification creates a concentration in Speech-Language Pathology Assistant. The proposed concentration is designed to prepare HLS majors for specific careers as Speech Language Pathology Assistants (SLPA). The American Speech Language Hearing Association (ASHA) has recognized a growing need for qualified SLPA's to support speech-language pathologists, in order to reduce costs, increase efficiency, increase professional diversity and provide a higher level of client service. Accordingly, ASHA recently developed SLPA Certification standards that promote adherence to rigorous requirements for all ASHA-certified assistants. The course sequence in this concentration was selected by faculty in the department of Communication Disorders to meet the ASHA standards. Students who complete the program will be qualified to sit for the SLPA national certification examination.	

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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 additional resources are needed to implement the program. Most of the courses in the sequence are currently offered at SCSU. One new course and a practicum will be added, and these can be offered with existing faculty resources in Communication Disorders.

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; 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		
HLS 200 - Healthcare Professions and Medical Terminology	1		3	CMD 463 – Speech-Language Pathology Assistant Practicum	3	3
HLS 210 - Principles of Patient Centered Healthcare	1		3			
BIO 201 - Human Anatomy & Physiology II	1	BIO 200	4			
MGT 300 - Management and Organization	1		3			
PCH 265 - Illness and Disease	1		3			
PSY 219 - Lifespan Development	1	PSY 100	3			
PSY 366 - Health Psychology	1	PSY 100	3			
REC 307 - Disabilities in Society	1		3			
RSP 330 - Case Studies in Medical Ethics	1		3			
HLS 400 - Health Informatics	1	MAT 107	3			
HLS 415 - Healthcare Systems, Policy, and Billing	1		3			
RSP 440 - Evidence Based Practice & Research	1		3			
CMD 200 - Introduction to Developmental Communication Disorders	2		3			
CMD 203 - Phonetics and Phonological Systems	2		4			
CMD 319 - Language Development: Ages Birth to Five	2	CMD 200	3			
CMD 419 - Language Acquisition: School Age: Adolescence	2	CMD 200	3			
CMD 462 - Clinical Practice for the Speech-Language Pathology Assistant	3	CMD 200, 203, 319, 419	3			
Core Course Prerequisites				Elective Courses in the Field		
MAT 107 – Elementary Statistics			3			
BIO 200 – Human Anatomy & Physiology I			3			
PSY 100 – Introduction to Psychology			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. Gain competence in applying principles, skills, and knowledge required in careers in healthcare sector 2. Acquire knowledge of the principles of speech-language pathology required for national examination for certification as a SLPA 3. Develop clinical skills required of a practicing speech-language pathology assistant, and gain sufficient hours in practice to meet requirements to sit for national certification exam 						

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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: 2.24.21
Characteristics of Below-Threshold Offering Name of Offering: Arts Administration and Cultural Advocacy Type of Offering (e.g. Grad Certificate) Minor 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: On Campus Off Campus x Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 7 # Credits of Electives in Field: NA # Credits of Electives: 12 # Credits Special Requirements (e.g. internship): 4 Total # Credits the Institution Requires to Award the Credential 19
CIP Code No. 50.1002 Title of CIP Code Arts Management	
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>Arts Administration and Cultural Advocacy (AAC) Description: The Minor in Arts Administration and Cultural Advocacy (19 credits) offers undergraduate majors in the arts and humanities and related disciplines the opportunity to develop the professional skills and knowledge of artistic practice for leadership positions in the arts, public humanities, and non-profit cultural administration.</p> <p>Drawn from Southern's existing curriculum (with only 7 credits of change) and unique cultural resources of the New Haven region, the interdisciplinary minor will provide a broad range of CSU's first-generation and working college students with the professional tools and applied skills (writing, design, research, production, etc.) needed to enhance their voice in the Connecticut cultural workplace.</p> <p>Proposed Offering: While targeted to arts and humanities majors, the minor is open to all undergraduate majors at Southern. As such, the curriculum is divided into three parts intended to provide balanced training both in practical professional skills and specialized knowledge in the arts based on the student's career goals. This includes:</p> <ul style="list-style-type: none"> • An introduction to the field of arts administration, public humanities, and social justice approaches to non-profit cultural organizations (AAC 200 Topics in Arts Administration and Cultural Advocacy, 3 credits) • 12 credits of electives drawn from existing Southern courses across two area requirements ("Area of Professional Focus" and "Knowledge of Artistic Practice"), tailored to the student's chosen field of professional development in the arts: <i>Leadership and Management, Marketing, Social Media, and Development, or Budget and Accounting</i> • Field internship (AAC 497 Internship in Arts Administration and Cultural Advocacy, 4 credits) with one of Southern's many New Haven cultural partners in the fields of theatre, visual arts, music education and performance, museums, archives, grant-writing, publishing, and more 	

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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Learning Objectives: Minors in Arts Administration and Cultural Advocacy will:

- (1) have a working knowledge of the structure, funding, and assessment of arts and culture organizations;
- (2) write, design, and review proposals that could be realistically implemented in an arts and culture organization;
- (3) develop a basic set of professional skills in management, budget, and / or communication and development appropriate to the arts sector;
- (4) appreciate the diversity of contemporary practice in the fields of visual and performing arts, literature, and public history;
- (5) understand and be able to reflect on the value of anti-racist practices and social justice in arts administration; and
- (6) contribute meaningfully to a local institution in the arts, culture, or public humanities through a sustained internship

Need and Anticipated Benefit: Southern's AAC minor would be the only broad-based arts and culture management degree available to public university undergraduates in the state. It fills the need for a meaningful educational pathway for first-generation and working college students into arts and public humanities careers, or the “creative sector,” in CT.

There are currently no comparable arts administration minors or concentrations in the CSU system. At the state level, UCONN's Arts Administration and Cultural Management program is limited to graduate students. At the local level, private institutions like UNH, Quinnipiac, and Albertus Magnus provide arts management add-ons limited to visual arts or theatre majors. By contrast, the AAC minor at Southern – with coursework in an area of professional focus as well as electives in professional writing, graphic design, social media, and communication – will prepare students for a broader range of 21st century careers in non-profit cultural institutions, public history, archives, writing and arts education, publishing, and grant writing.

The anticipated benefit of this interdisciplinary minor is a measurable increase in career development for SCSU liberal arts students and an enhanced regional profile for the CSU system, with a below-threshold offering that introduces no more than 7 credits into Southern's existing curriculum. Prospective donors and specific arts and culture organizations in and around New Haven – such as the New Haven Symphony Orchestra, Long Wharf Theatre, and Neighborhood Music School – have approached the College of Arts and Sciences asking for Southern graduates who have these skills. Moreover, departments from English and History to Theatre and Music have numerous examples of students seeking such career development but attended schools outside the CSU system because of its absence.

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)*

With only 7-credits of new curricular offerings, of which only 3-credits (AAC 200) must be taught by a rotating faculty member in the arts or humanities once per academic year, the proposed program is virtually zero-cost. Anticipated resources include: (a) An interdisciplinary steering committee comprised of Art, English, History, Music, and Theatre, with affiliated members from Journalism, Communications, the School of Business (Management, Accounting, or Marketing), and Recreation, Tourism, and Sport Management. (b) Two co-coordinators of the minor, one from the arts, and one from the humanities. Reassigned time or credit release for the directors may be provided at the discretion of Dean of the College of Arts and Sciences based on the future size of the minor. (c) Additional financial resources to be sought externally through development initiatives by coordinators of the steering committee, the Dean of the College of Arts and Sciences, and the SCSU Foundation, including securing funding from external donor(s) to support paid internship awards for interns in AAC 497.

Institutional Contact for this Proposal: Trudy Milburn

Title: AVP Academic Affairs

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

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

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING

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		
*AAC 200 Topics in Arts Administration and Cultural Advocacy	1,2,4, 5	ENG 112	3	Two electives from one "Area of Professional Focus": <i>Leadership and Management; Marketing, Social Media, and Development; or Budget and Accounting</i> (see list of avail. courses attached)	1,3,6	6
* AAC 497 Internship in Arts Administration and Cultural Advocacy	3, 6	AAC 200	4	Two electives in "Knowledge of Artistic Practice," including: one course in <i>Applied Skills in the Arts</i> , and one in <i>Arts and Cultural Knowledge</i> (see list of avail. courses attached)	2,4	6
Prerequisites						
Total Other Credits Required to Issue Credential					19	

Other Details *Please see Appendix A for complete list of courses referenced above.*

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. *Have a working knowledge of the structure, funding, and assessment of arts and culture organizations (LO #1).*
 (Assessment: group public arts project and final portfolio for AAC 200 Topics in Arts Administration and Cultural Advocacy, to be assessed by AAC 200 instructor and minor coordinator.)
2. *Develop a basic set of professional skills in management, budget, and / or communication and development appropriate to the arts sector (LO #2).* (Assessment: successful completion of 6-credits in chosen professional area of focus – Leadership and Management, Marketing, Social Media, an Development, or Budget and Accounting - designated by student upon entrance to minor with direction of minor coordinator.)

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3. *Contribute meaningfully to a local institution in the arts, culture, or public humanities through a sustained internship (LO #6).* (Assessment: Completion of 4-credit AAC 497 internship at approved cultural institution with submission of written essay and / or portfolio to faculty advisor and minor coordinator upon culmination of field experience.)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2/1/21
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BS-Biology: MS-Biology accelerated pathway 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: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: 4 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential
CIP Code No. 260101 Title of CIP Code Biology	
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) Currently, the Biology program requires students to take introductory and upper-level courses from three content areas: 1. Anatomy/Physiology, 2. Biodiversity/Ecology/Organismal and 3. Cell/Molecular; plus an additional upper-level biology elective. For the accelerated BS-MS Program, we are replacing the upper-level content with graduate courses that meet those content areas while maintaining the free electives that our students can choose from (See Degree evaluation and academic map below). Having graduate courses in the upper-level content areas will ensure that core curriculum is maintained in the program. Furthermore, we propose to keep the free electives in the program. This will ensure that students who already filled their free electives can benefit from the accelerated program.	
Cost Effectiveness and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) This concentration will make use of existing instructional capacity and will require no new resources.	
Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VPAA Tel.: 203.392.5350 e-mail: prezantr1@southernct.edu
Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Arts & Sciences, Main Campus.	

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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		
2 BIO Electives- 500 level	1,2		6			
BIO-560 – Seminar General Topics	3		1			
BIO 591 – Thesis Writing	3	BIO 590	1			
BIO 550 - Research Methods	1,3		1			
BIO 499 – Independent Research	1		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. Students will be able to demonstrate the analytical, communication, problem solving, interpersonal, and technical skills that will provide a strong foundation for scientific productivity and progressive career development.
2. Students will gain an in-depth understanding of biological concepts that apply to the student's area of concentration.
3. Students will gain an experience with the peer scientific review process.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.24.21
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Allied Health, B.S.— Accelerated M.S. Exercise Science- Human Performance Pathway 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? 50% Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential
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) The proposed accelerated pathway proposal will reduce the barriers for our current undergraduate students, who are seeking a Master's degree in Exercise Science. The human performance track of the MS Exercise Science degree program is accredited as an applied exercise physiology program by The Commission on Accreditation of Allied Health Education Programs (CAAHEP). This concentration prepares graduates for careers in exercise physiology, strength & conditioning, biomechanics, bionutrition of exercise and sport, and applied research in exercise science. Thus, this program serves students with a wide range of interests in Exercise Science. The accelerated pathway will encourage retention of our undergraduate students into the graduate program by reducing the barriers and subsequent years dedicated to a graduate program.	
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 accelerated 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 concentration a reality.	
Institutional Contact for this Proposal: Robert S. Axtell	Title: Professor Tel.: 203-392-6037 e-mail: axtellr1@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	

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2/24/21
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Allied Health, B.S.— Accelerated M.S. Exercise Science- Clinical Exercise Physiology Pathway 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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential
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 accelerated pathway proposal will reduce the barriers for our current undergraduate students, who are seeking a Master's degree. In the 4+1 option, students would take HMS 554 Research Methods in the fall of their senior year and HMS 578 Behavior Change in Health & Physical Activity in the spring of their senior year. This would allow students to complete the degree within the following year if they are full-time. The program plans to recruit interested students from the Allied Health concentration of the Exercise and Sport Science degree program, who are interested in the clinical application of exercise in preventative medicine. This program may also be an attractive option to students who are planning on applying to other health profession graduate programs (e.g. physical therapy, occupational therapy, and physician assistant), but want to strengthen their application by pursuing a Master's degree in Exercise Science (CEP track). We anticipate this new accelerated option for the new clinical exercise physiology track, will help us retain our top students in Health and Movement Sciences, who have previously had to look elsewhere if they wanted to obtain a clinical degree.</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 proposed accelerated 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.</p>	
Institutional Contact for this Proposal: Robert S. Axtell	Title: Professor Tel.: 203-392-6037 e-mail: axtellr1@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	

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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.)*

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 1.24.21	
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Allied Health, B.S.— Accelerated M.S. Physical Activity & Chronic Disease Pathway 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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential	
CIP Code No. 26.0908 Title of CIP Code Exercise Physiology 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 accelerated pathway proposal will reduce the barriers for our current undergraduate students, who are seeking a Master's degree. We anticipate a large interest in this degree program, due to: (1) a curriculum focused on promoting health equity; (2) anticipated 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. Further, we anticipate the accelerated pathway will be an attractive option for undergraduate students at Southern. In particular, we anticipate interest from students who are interested in the application of physical activity to promote health, but may not want to pursue a clinical career.</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 proposed accelerated concentration in Physical Activity & Chronic Disease 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.</p>		
Institutional Contact for this Proposal: Kristie Rupp	Title: Assistant Professor	Tel.: 203-392-6040 e-mail: ruppk1@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		

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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.)*

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

SECTION 1: GENERAL INFORMATION

Institution: TXCC	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: 3/29/16	
<p>Original Program Characteristics</p> <p>CIP Code No. 320199 Title of CIP Code Developmental/Other</p> <p>Name of Program: ESL Program</p> <p>Degree: Title of Award (e.g. Master of Arts) ESL Certificate</p> <p>Stand-Alone Certificate: (specify type and level) X</p> <p>Date Program was Initiated: OHE#: 011796</p> <p>Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?</p> <p>Locality of Program: X On Campus Off Campus Both</p>	<p>Original Program Credit Distribution</p> <p># Credits in General Education: 6</p> <p># Credits in Program Core Courses: 15 or 12</p> <p># Credits of Electives in the Field: 3</p> <p># Credits of Free Electives: 0</p> <p># Cr Special Requirements (include internship, etc.): 21</p> <p>Total # Cr in the Program (sum of all #Cr above): 21</p> <p>From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21</p>
<p>Modified Program Characteristics</p> <p>Name of Program: ESL Program</p> <p>Degree: Title of Award (e.g. Master of Arts) ESL Certificate</p> <p>Certificate¹: (specify type and level) C2</p> <p>Program Initiation Date: Fall 2021</p> <p>Modality of Program: X On ground Online Combined If "Combined", % of fully online courses?</p> <p>Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18</p> <p>Other:</p>	<p>Modified Program Credit Distribution</p> <p># Credits in General Education: 3</p> <p># Credits in Program Core Courses: 12 or 15</p> <p># Credits of Electives in the Field: 3</p> <p># Credits of Free Electives: 0</p> <p># Cr Special Requirements (include internship, etc.): 18</p> <p>Total # Cr in the Program (sum of all #Cr above): 18</p> <p>From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18</p>
<p>If program modification is concurrent with discontinuation of related program(s), list information for such program(s):</p> <p>Program Discontinued: CIP: OHE#: Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p>	
<p>Rationale for Modification: The elimination of ESL*153: Writing & Reading V and ESL*155: Grammar V is needed to update the certificate to the current courses offered in the ESL Program. ESL *152: Writing & Reading V (6 credits) is the replacement for ESL*153 and *155. ESL*152 was created in 2011 by the previous Program Coordinator; however, the certificate was never updated with the new ESL*152 course. The additional update of the certificate is the elimination of ENG*173: Perspectives in the Humanities. This change is needed in order to increase graduation rates of this certificate. ENG*173 does not often run, therefore by eliminating it, we can potentially increase the number of students graduating.</p>	
<p>Description of Resources Needed (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)</p> <p>N/A</p>	
<p>Institutional Contact for this Proposal: Alicia Hall Title: ESL Program Coordinator Tel.: 860-7731754 e- mail: Ahall@Tunxis.edu</p> <p>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Humanities Department</p>	

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		
ESL*152 Writing and Reading V 6 credits		C- or better in Writing & Reading IV (ESL*143), appropriate placement test score or permission of Humanities Department Chair	6			
ESL *162 Reading and Writing VI – 6 credits		Prerequisites: C- or better in ESL: Writing & Reading V (ESL*152), placement test, or permission from Humanities Department Chair	6			
ENG *101 Composition – 3 credits		. Prerequisite: C- or better in Integrated Reading & Writing II (ENG*075) or Introduction to College Reading & Writing (ENG*093) or Introduction to College English (ENG*096) or Reading & Writing VI (ESL*162), or placement into Composition (ENG*101)	3			
Core Course Prerequisites				Elective Courses in the Field		
See above				One of the following – 3 credits		
				COM *173 Public Speaking		
				ESL *149 ESL Pronunciation Workshop		
				ESL *157 Oral Communications V		
Total Other Credits Required to Issue Modified Credential						18

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

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

1. Prepares students whose native language is not English to acquire skills of reading and writing.
2. It also prepares ESL students to communicate more effectively by enhancing their listening and speaking skills.
3. It will permit them to continue their colleges studies in their degree course work more effectively and prepare them for the job market both nationally and internationally.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
MODIFICATION TO INITIATION PLAN FOR BOR APPROVED PROGRAM

MODIFICATION OF PLAN FOR NEW PROGRAM INITIATION		
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 2/9/2021	
Name of Program: Doctor of Nursing Practice (DNP)		
Type of Credential (e.g., Associate Degree, Grad Certificate) Doctorate		
CIP Code Number 51.3818	Title of CIP Code Nursing Practice	OHE# 019810
ORIGINAL: Date of BOR approval: 10/24/2019 Date of program initiation as provided in the approved New Program Proposal: Fall 2021		
MODIFIED: Modified date of program initiation: Fall 2022. Modifications to planned hiring or financial investment: None		
Explanation / Justification: <i>(Provide a concise rationale for the modification(s) based on the BOR list of concerns.)</i> Like all nursing programs in CT, our department faculty and students have been heavily involved in contact tracing and supporting the vaccination initiatives. In addition, we have had to manage an extraordinary number of changes in clinical placements for our students. This has left us with insufficient time to complete the curricular preparations (developing the content for online delivery) and developing a recruiting plan. In addition, the likely population of students for this program is still working very long hours due to COVID-19 and would probably want to delay for a year as well. We feel it would be prudent to delay until fall 2022.		
Fiscal Impact: Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the three years following program initiation. None. The only change is to the projected enrollments, which will simply start a year later.		
Institutional Contact for this Modification: Dr. Joan Palladino	Title: Interim Dean, School of Professional Studies	Tel.: 860 837-9500. e-mail: palladinoj@wcsu.edu
Institution's Unit Offering the Program: School of Professional Studies, WCSU Danbury		

BOR concerns, policy #_6_:

1. The program will meet its targeted enrollment goals after the second year but will not require substantial investment before goals are met.
2. If goals cannot be met in the first two years, the institution can make hiring or other financial adjustments without damaging program quality.
3. There will be a sufficient number of students to offer classes required in the first and second years of the program.
4. The program meets institutional and/or statewide priorities.
5. The institution can provide the student-facing support to ensure the retention rate will not be jeopardized.
6. The institution has adequate time to recruit students.