



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday September 10, 2021 at 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtu.be/T52MRMd7u7c>**

1. Approval of Minutes
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2. Consent Items
  - a. Discontinuations
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    - v. Visual and Performing Arts – Digital Design – AA – Naugatuck Valley Community College – *Page 31*
    - vi. Digital Arts Technology-Multimedia/Web Authoring - AA – Naugatuck Valley Community College – *Page 36*
    - vii. Digital Arts Technology-Graphics/Animation - AA – Naugatuck Valley Community College – *Page 41*
    - viii. Digital Arts Technology-Audio/Video Option - AA – Naugatuck Valley Community College – *Page 46*
  - b. Correction of Degree Title – Digital Media Production – Middlesex CC – Modification - Board Resolution – BR 21-079 FROM: Associate of Science (AS), TO: Associate of Applied Science (AAS) – *Page 51*
  - c. Correction of Program Name – Gateway CC – New Program - Board Resolution – BR 21-054 FROM: Business Management: Sport Management Option, TO: Business Administration: Sport Management Option – *Page 54*
3. Action Items
  - a. Modifications
    - i. Counselor Education – MS – Western CT State University [Change in Modality] – *Page 57*
    - ii. Graphics and Animation – C2 Certificate - Naugatuck Valley Community College [Name Change] – *Page 61*
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- b. New Programs
  - i. Animation and Motion Graphics - C2 Certificate - Naugatuck Valley Community College – *Page 68*
  - ii. Business Intelligence – AS – Northwestern CT Community College – *Page 79*
  - iii. REVISED – Bachelor of General Studies – BGS – Central CT State University – *Page 92*
- c. BOR Academic Program/Low Completer Review Process Amendment – Dr. Ken Klucznik – *Page 111*
- d. CSCU Centers and Institutes
  - i. Center for Teaching and Learning – Southern CT State University [New Center] – *Page 118*
- 4. Informational Items/Other Business
  - a. Below Threshold
    - i. Accelerated Accounting Pathway – Concentration - BS to MS Accounting – Central CT State University [New Academic Offering] – *Page 144*
    - ii. Accelerated Accounting Pathway – Concentration - BS to MBA Accounting – Central CT State University [New Academic Offering] – *Page 146*
    - iii. Accelerated Finance Pathway – Concentration - BS Finance to MBA – Central CT State University [New Academic Offering] – *Page 148*
    - iv. Healthcare Administration – Graduate Certificate – Southern CT State University [New Academic Offering] – *Page 150*
    - v. Digital Arts Technology – AS – Naugatuck Valley Community College [Program Modification] – *Page 153*
    - vi. Audio/Video Production – C2 Certificate – Naugatuck Valley Community College [Program Modification] – *Page 159*
    - vii. Electronic Music and Audio Production - C2 Certificate – Naugatuck Valley Community College [Program Modification] – *Page 163*
  - b. CSCU Online Programs Update – Kevin Corcoran, Executive Director, Digital Learning – *Page 167*
  - c. BOR Policy: Recognition and Naming of Facilities and Academic Programs, Pam Heleen, Associate Director of Board Affairs – *Page 172*
  - d. Emeriti
    - i. SCSU – *Page 187*

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



## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

**Meeting – June 11, 2021**

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

### **MINUTES**

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery

Regents Absent: Colena Sesanker, Antonia Oglesby (Student Regent)

Staff Present: Jane Gates, Kathleen Ahern (HCMA/GPA), Licella Arboleda (HCMA/GPA), Gayle Barrett, Mike Buccilli, Alison Buckley, Kevin Corcoran, Tamika Davis, Michael Goemans (HCMA/GPA), Pam Heleen, Brian Kapinos (HCMA/GPA), Ken Klucznik, Lesley Mara, Fran Rosselli-Navarra, Pat Ryiz, Angelo Simoni, Mike Stefanowicz

Other Attendees: Missy Alexander (WCSU), Sarah Bement (NCCC), Donna Bontatibus (MxCC), Cindy Edgerton (COSC), Marianne Fallon (CCSU), David Ferreira (COSC), Teresa Foley (ACC), Connie Hotchkiss (NCCC), Erin Kennedy (NCCC), Daniel Kirby (CCSU), Kimberly Kostelis (CCSU), H. Justin Moore (NVCC), James Mulrooney (CCSU), Joan Palladino (WCSU), Robert Prezant (SCSU), Fatma Salman (MCC), Ravindra Thamma (CCSU), Jay Whitaker (NCCC)

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

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

- Chair Merle Harris – Present
- Regent Aviva Budd – Present
- Regent Naomi Cohen – Present
- Regent Holly Howery – Present
- Regent Colena Sesanker (ex officio) – No Response/Not Present
- Antonia Oglesby (Student Regent) – No Response/Not Present

A quorum was declared.

1. Approval of Minutes

a. May 7, 2021

**On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the May 7, 2021, BOR ASA Committee meeting were approved.**

2. Consent Items

a. Discontinuations

- i. Fitness Specialist Certification – C2 Certificate - Manchester Community College
- ii. Technology Studies: Engineering Technology Option – AS – Middlesex Community College

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

3. Action Items

a. Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy

Dr. Gayle Barrett, AVP of Enrollment and Retention Services and Dr. Alison Buckley, VP Enrollment Services, presented this policy revision.

Dr. Barrett discussed the following recommendations to revise the FERPA Notice and Directory Information Policy:

- Tier 1: For purposes of access by school officials of the CT State Colleges and Universities as governed by the Board of Regents for Higher Education:
  - Update “awards” to state “Academic Honors and Awards”
- Tier 2: For purposes of access by military recruiters only
  - Inclusion of student email addresses
- Tier 3: For purposes of participation in any recognized activity or sports:
  - Update “awards” to state “Athletic Honors and Awards”
- Tier 4: For purposes of disclosure to/access by the general public.
  - Remove the student identification (ID) number, User ID, or other unique identifier for community college students from this category; and
  - Update “awards” to state “Academic Honors and Awards”

**Chair Harris called for a motion to approve the recommended revisions to the Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information policy. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote on the motion and the vote was unanimous.**

b. Use of Gender Identity and Pronouns Policy

Angelo Simoni, Senior Executive Director Compliance, Equity and Student Relations presented this policy.

**Chair Harris called for a motion to approve the Use of Gender Identity and Pronouns Policy. The motion was moved by H. Howery and seconded by N. Cohen.**

Dr. Ken Klucznik reminded the Committee that on April 6, 2017, the BOR adopted the Use of Preferred First Name and Execution of Changes to Legal Name by Students Policy and the Policy on Access to Restrooms and Locker Rooms. Both policies address respect for a person’s gender identity. The Use of Gender Identity and Pronouns Policy that is before the Committee today also addresses respect for a person’s individual gender identity by allowing the identity to be listed alongside a person’s name and for a person to be addressed by their

personal pronoun of choice. Director Simoni discussed the composition of the working group that developed the policy. He stated that the policy establishes parameters to work but allows the CSCU institutions to develop procedures to implement the BOR policy. The workgroup used best practices in place, received feedback on the proposed policy from students, and, ensured that the proposed policy is in compliance with Federal and State law.

*Questions/Recommendations from the Committee included:*

- i. *Can you give me an example of how this policy would be applied differently at different campuses?* Response: Director Simoni gave three examples. The CSU's have residence halls vs. the community colleges which have none. Residence halls may require the policy to be implemented differently. CSUs have VPs of Equity and Diversity who will implement the policy and train faculty and staff. At the community colleges, the implementation and training would be handled by different resources on campus. At Charter Oak State College, CT's online college, implementation would be different than at the CSUs or the community colleges.

**Chair Harris called for a vote on the motion to approve the Use of Gender Identity and Pronouns Policy and the vote was unanimous.**

c. ~~Southern CT State University Institute for Justice and Social Change~~ – **Withdrawn**

d. Academic Programming Approval Policy

**Chair Harris called for a motion to approve the modifications to the Academic Programming Approval Policy. The motion was moved by N. Cohen and seconded by A. Budd.**

Dr. Ken Klucznik presented the modifications to the Academic Programming Approval Policy. The first modification is a change to the approval process to establish CSCU Centers and Institutes. Institutions no longer are required to have action by the Academic Council prior to ASA action. The other two changes involve aligning policy language with current practice.

*Questions/Recommendations from the Committee included:*

- i. *Can you clarify the approval process for Centers and Institutes?* Response: Institutions send their proposals to establish a new CSCU Center or Institute to the System Office Provost three weeks before the BOR ASAC Meeting at which the Center or Institute will be considered. If the System Office Provost approves, the application is added to the agenda for the appropriate BOR ASAC Meeting. The institutions' policy for establishing a Center or Institute is not affected by these policy modifications.
- ii. *Will we have clear definitions for a Center and an Institute?* Response: The definitions of a Center and an Institute will remain as is for now; but we will review the policy within the next few months and will establish criteria for defining Centers and Institutes.

**Chair Harris called for a vote on the motion to approve the modifications to the Academic Programming Approval Policy and the vote was unanimous.**

e. Modifications

- i. Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) – Doctorate of Education and Advanced Certification #092 – Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]

**Chair Harris called for a motion to approve the modification to the Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) – Doctorate of Education and Advanced Certification #092, namely the replacement of the on-ground instructional modality with a fully online instructional modality. The motion was moved by H. Howery and seconded by A. Budd.**

Dr. Klucznik introduced all three Western CSU modifications 3.e.i., 3.e.ii., and 3.e.iii., by stating that the modification for these three programs is to replace the on-ground instructional modality with a fully online instructional modality. Provost Alexander and Dr. Joan Palladino, Interim Dean, School of Professional Studies, presented the programs. Provost Alexander noted that students and faculty determined that this program would be better offered fully online which would enable WCSU to expand its audience beyond CT. Chair Harris pointed out that in another state students may not be eligible to be certified. Provost Alexander noted that the 092 Endorsement is a certification; but the Doctorate of Education (EdD) is not. She further stated that WCSU has put in place policies to notify out-of-state students about certification rules.

**Chair Harris called for a vote to approve the motion and the vote was unanimous.**

- ii. Health Administration – Master of Health Administration- Western CT State University [Replacement of Hybrid Instructional Modality with Online Instructional Modality]

**Chair Harris called for a motion to approve the modification to the Western CT State University Master of Health Administration, namely the replacement of the on-ground program with a fully online program. The motion was moved by N. Cohen and seconded by A. Budd. Chair Harris called for a vote to approve the motion and the vote was unanimous.**

- iii. RN to BS in Nursing – BS in Nursing – Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]

**Chair Harris called for a motion to approve the modification to the Western CT State University RN to BS in Nursing program, namely the replacement of the on-ground instructional modality with a fully online instructional modality. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote to approve the motion and the vote was unanimous.**

- iv. Medical Coding Certificate – C2 Certificate – Charter Oak State College [Significant Modification of Courses/Course Substitutions]

**Chair Harris called for a motion to approve the curricular modifications to the Charter Oak State College Medical Coding C2 Certificate. The motion was moved by H. Howery and seconded by A. Budd.**

Provost David Ferreira and Cindy Edgerton, Director, Health Information Management Program, presented the program modification. The primary purpose of the curricular

modifications to the COSC Medical Coding C2 Certificate is to meet the qualifications for external accreditation of the program. COSC is adding three courses in advanced coding and a practicum.

Chair Harris questioned the budget and asked why the costs have decreased in the middle year while the number of students increased. Director Edgerton stated that the first year of the program budget includes the cost of developing the additional courses.

**Chair Harris called for a vote to approve the motion and the vote was unanimous.**

- v. Industrial Technology – BS - Central CT State University [Name change to Technology Management and Minor Curricular Modifications]

**Chair Harris called for an amended motion to approve modifications to the Central CT State University BS in Industrial Technology, specifically a name change to Technology Management, and minor curricular modifications. The amended motion was moved by N. Cohen and seconded by A. Budd.**

Dr. Kimberly Kostelis, Interim Provost and VP for Academic Affairs, Dr. Marianne Fallon, AVP for Academic Affairs, Dr. Ravindra Thamma, Professor and Department Chair, Manufacturing and Construction Management, and Dr. Daniel Kirby, Associate Professor, Manufacturing and Construction Management, presented the program modifications. The program changes are supported by CCSU's Industry Advisory Board, and the proposed name change will better meet student needs. Interim Provost Kostelis noted that the BS in Industrial Technology originally had five concentrations, four of which have become either standalone programs or incorporated into other programs. The remaining concentration is Industrial Technology. CCSU seeks to change the name of the BS in Industrial Technology to the BS in Technology Management to reflect the focus on Technology Management and to make the link to the MS in Technology Management clearer for students who wish to pursue the MS degree.

**Chair Harris called for a vote to approve the amended motion and the vote was unanimous.**

- f. Suspensions

- i. Early Childhood Education – MS – Central CT State University

**Chair Harris called for a motion to approve the suspension of the Central CT State University MS in Early Childhood Education. The motion was moved by A. Budd and seconded by N. Cohen.**

Dr. Klucznik noted that CCSU seeks approval to suspend the MS in Early Childhood Education and the MS in Elementary Education in order to restructure the programs as a result of declining enrollments.

Interim Provost Kostelis, Dr. Marianne Fallon, and, Dr. James Mulrooney, Interim Associate Dean, School of Education and Professional Studies, presented the two program suspensions. Interim Provost Kostelis noted that CCSU seeks to redesign the MS in Early Childhood Education to align it more closely with CCSU's Early Childhood and Infant/Toddler Mental Health undergraduate degree and to provide students with the opportunity for teacher certification. CCSU is also seeking to suspend the MS in Elementary Education to restructure the program curriculum to qualify students for state teacher certification.

**Chair Harris called for a vote to approve the motion to suspend the MS in Early Childhood Education and the vote was unanimous.**

ii. Elementary Education – MS – Central CT State University

**Chair Harris called for a motion to approve the suspension of the Central CT State University MS in Elementary Education. The motion was moved by N. Cohen and seconded by H. Howery.**

**Chair Harris called for a vote to approve the motion to suspend the MS in Elementary Education and the vote was unanimous.**

g. New Programs

i. Emergency Medical Technician – C2 Certificate – Northwestern CT Community College

**Chair Harris called for a motion to approve the licensure of a program in Emergency Medical Technician leading to a C2 Certificate at Northwestern Connecticut 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. The motion was moved by N. Cohen and seconded by H. Howery.**

Dr. Klucznik stated that students who receive the Emergency Medical Technician C2 Certificate are eligible to sit for the National Emergency Medical Technician Basic Certification Exam and are eligible for entry into Capital Community College's Paramedic Certificate and AS Degree programs. With the change to a credit-bearing certificate, students will be eligible for financial aid.

Dr. Jay Whitaker, Interim Dean of Academic and Student Affairs, Connie Hotchkiss, Director of Nursing, Allied Health and Veterinary Technology, and, Erin Kennedy, SNAP and Continuing Education Coordinator, presented the program. NCCC had previously offered free EMT Training under the Governor Cares Act Grant. The program attracted twice the number of students than the institution could accommodate. There is a high demand for EMT's and ambulance companies are constantly looking for new employees. The program's switch from non-credit to credit-bearing provides affordable training to students who qualify for financial aid.

**Chair Harris called for a vote to approve the motion to grant the licensure and accreditation of the Emergency Medical Technician C2 Certificate at Northwestern Connecticut Community College and the vote was unanimous.**

ii. Interpreting ASL/English – BS – Charter Oak State College

**Chair Harris called for a motion to approve the licensure of a program in Interpreting ASL/English leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by H. Howery and seconded by A. Budd.**

Provost David Ferreira, COSC, and Dr. Sarah Bement, Program Coordinator, Deaf Studies, Northwestern CT Community College, presented the program which allows graduates from the recently approved AS degree in Interpreter Training at Northwestern CT Community College to transfer into COSC's BS in Interpreting ASL/English. The program is 100% online. There are only two other online baccalaureate degrees in basic interpreting in the country. A 35% job growth is anticipated in the interpreting area over



the next five years. COSC is also looking to form articulation agreements with other community colleges, across the country, with interpreting programs to help students prepare for baccalaureate degrees and become fully certified.

**Chair Harris called for a vote to approve the motion to grant the licensure and accreditation of the Charter Oak State College BS in Interpreting ASL/English and the vote was unanimous.**

h. CT State Community College Aligned Degrees and Certificates

Chair Harris noted that this is the first set of aligned programs to come before the BOR ASA Committee for approval. There are 32 programs in this set. The process used the Transfer and Articulation Policy (TAP) transfer pathways endorsement approach to align programs for the CT State Community College (CSCC).

**Chair Harris called for a motion to approve the licensure and accreditation of the degrees and certificates listed in the resolution for Connecticut State Community College. These programs have been developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. These degrees and certificates meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below (in the resolution). The motion was moved by A. Budd and seconded by H. Howery.**

Dr. Francine Rosselli-Navarra, Interim AVP of Academic Programs and Curriculum, and Mike Stefanowicz, Interim CSCU AVP for Academic and Student Affairs, presented the CSCC Aligned Degrees and Certificates. Dr. Klucznik noted that AVP Stefanowicz worked on the process since its inception, in Fall 2019, as the Co-Chair of the Students First ASA CC Committee. Dr. Rosselli-Navarra is the team leader for the curriculum alignment groups. Dr. Rosselli-Navarra noted that the first 32 aligned programs were previously approved by the BOR as a single program on one campus or as programs offered on many campuses. An example of the latter is the Criminal Justice program which was merged into a single degree from 30 different degrees. In the curriculum alignment process, faculty and program coordinators work together to merge programs into a single degree.

Dr. Rosselli-Navarra discussed the alignment process. The process starts with the faculty which discusses what classes needed to be included in a program. The only requirements were that each program had to include CCS 101 and the 21-credit Gen. Ed. Core. Multiple programs had to be merged into a single program with the new format. All faculty had the opportunity to weigh in during a 30-day review period. The programs then moved to the Aligned Program Review Committee (APRC). Dr. Rosselli-Navarra described the APRC as a transitional curriculum committee which performed a thorough review of all program proposals. The APRC returned the proposals to the faculty or, when they considered the program ready, submitted it to the campuses for endorsement. The campuses were given a 30-day review period to provide feedback to the APRC which determined which feedback was actionable and which wasn't. Feedback was sent back to the faculty for additional review. When the APRC was satisfied with the programs, they were sent to the SF ASA CC and the CCIC for review and approval. BOR ASAC approval is the next step in the process.

*Questions/Recommendations from the Committee included:*

- i. *Did you receive a response from all the community colleges?* Response: Yes, through the endorsement process.
- ii. *How many institutions passed?* Response: Two community colleges refused to vote and four voted “not to endorse”.
- iii. *Did those colleges who didn’t vote or voted “not to endorse” have representation on the APRC?* Response: Yes. Sometimes the APRC representative worked with the campus leadership. In other instances, the campus curriculum committees reviewed the proposals. And we did receive individual feedback through the website. Collectively, we did get responses from all campuses.
- iv. *Chair Harris commented that some programs, for example, Communications, have a number of options. This is a way of allowing community colleges to continue their current programs and still align with the CSCC curriculum.* Response: Dr. Rosselli-Navarra agreed. It allows faculty experts to continue to offer their programs and for the institution to serve the needs of their local community. The institutions can offer one degree with multiple tracks. AVP Stefanowicz noted that this is one of the major benefits of CSCC. Students will have one catalogue with all the options. Students can start their programs at any campus by taking their Gen Ed courses. They can take courses specific to their majors online or at the specific campuses that offer their courses. Program options can be expanded. This opens up opportunities for students. We’re moving from offering different programs to one parent degree with different options. This will be helpful to students and will lead to retention and completion.
- v. *Are a lot of these courses online?* Response: Yes, especially, post pandemic.

Chair Harris and the ASA Committee thanked Dr. Rosselli-Navarra, AVP Stefanowicz, and all the faculty members who worked on the curriculum alignment initiative. She stated that this will increase student options across the state while allowing students to specialize in their area of interest. Regent Budd commented that the success of the curriculum alignment work may show that it can be done and done successfully.

**Chair Harris called for a vote to approve the licensure and accreditation of the degrees and certificates (listed in the resolution) for Connecticut State Community College. A vote was taken and it was unanimous.**

i. Appointment of CSU Professor

i. Dr. Troy Paddock – Southern CT State University

**Chair Harris called for a motion to approve the nomination of Dr. Troy Paddock as the CSU Professor from Southern CT State University.**

Provost Bob Prezant discussed Dr. Paddock’s professional experience and his accomplishments in teaching, research and service that qualify him for the title of CSU Professor.

**Chair Harris called for a vote to approve the nomination of Dr. Troy Paddock as the CSU Professor from Southern CT State University and the vote was unanimous.**

4. Informational Items

a. Below Threshold

- i. Business Administration-BS- Eastern CT State University [Program Modification]
- ii. Finance – BA - Eastern CT State University [Program Modification]
- iii. Applied Behavior Analysis – Undergraduate Minor – Southern CT State University [New Academic Offering]
- iv. Human Resource Management – Minor - Southern CT State University [New Academic Offering]
- v. Racial and Intersectional Justice Studies – Minor - Southern CT State University [New Academic Offering]
- vi. Business Administration – Human Resource Management Concentration – BS - Southern CT State University [New Academic Offering]
- vii. Engineering Science – AS – Quinebaug Valley Community College [Program Modification]
- viii. Human Services – AS - Quinebaug Valley Community College [Program Modification]
- ix. Medical Assisting – AS – Quinebaug Valley Community College [Program Modification]
- x. African American Studies – Minor – Central CT State University [Program Modification]
- xi. Anthropology – BA – Central CT State University [Program Modification]
- xii. Biology – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xiii. Chemistry – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xiv. Computer Science – BS - Central CT State University [Program Modification]
- xv. Earth Sciences – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xvi. Educational Leadership – Doctor of Education (EdD) - Central CT State University [Program Modification]
- xvii. English – BS - Central CT State University [Program Modification]
- xviii. Finance – BS - Central CT State University [Program Modification]
- xix. Environmental Geography and Sustainability – Minor - Central CT State University [Program Modification]
- xx. Geography – BA - Central CT State University [Program Modification]
- xxi. Geography with Specialization in Global Sustainability – MS - Central CT State University [Program Modification]
- xxii. History – BS – Teacher Preparation - Central CT State University [Program Modification]
- xxiii. Management Information Systems – BS - Central CT State University [Program Modification]
- xxiv. Manufacturing Management – BS - Central CT State University [Program Modification]
- xxv. Physics - BS – Teacher Preparation - Central CT State University [Program Modification]
- xxvi. Social Justice – Minor - Central CT State University [Program Modification]

xxvii. Spanish - BS – Teacher Preparation - Central CT State University [Program Modification]

xxviii. Theatre – BA - Central CT State University [Program Modification]

**No vote is taken on Below Threshold Programs.**

**ADDED:**

CSCU Criminal Justice Task Force – Update – Dr. Jane Gates, Interim CSCU President, Provost and SVP, Academic and Student Affairs

Dr. Gates reported on the status of the CSCU Criminal Justice Task Force which was convened and has been meeting over the past nine months to fulfill its charge to identify, review, and make recommendations concerning issues of racism, policies and practices which impact the status and advancement of Criminal Justice studies at CSCU. The Task Force collected data and initiated four distinct surveys distributed to: 1. CSCU Criminal Justice faculty; 2. CSCU Students; 3. CT Law Enforcement Recruits; and 4. CT Law Enforcement Trainers.

Additionally, the Task Force held focus groups with current and retired law enforcement agents. Criminal Justice programs and curriculum have been reviewed and the Task Force found little evidence of intentionally anti-racist frameworks and content in Criminal Justice programs. In addition, the Task Force explored and adopted definitions, examined websites and curriculum outside of CSCU, and met with constituency groups inside CSCU to gather additional data.

The data collected thus far shows:

1. CSCU Criminal Justice programs incorporated some aspect of diversity in their curriculum;
2. Criminal Justice faculty and CSCU students are in support of having intentionally anti-racist curriculum, programs and practices;
3. Greater retention and mentoring are needed for faculty and students of color;
4. While Internships are important to the learning process, they appear to be barriers that keep students from having a successful experience during the internship. Many students work and can't afford to take unpaid internships. Scheduling of internships also creates a barrier for working students.

A full and final report from the Criminal Justice Task Force is planned for the September 2021 BOR Meeting.

b. Other Business

i. Fully Online Programs Update

Kevin Corcoran, Executive Director, Digital Learning. Due to technical difficulties, this presentation will be rescheduled to the September 10, 2021, BOR Academic and Student Affairs Committee Meeting. Chair Harris asked that the presentation address what the Committee does with the information that will be presented. Are there policies that need to be discussed that will help with the transition to online learning? Will training be provided for online learning? Is there a need for a task force to study and solve these issues?

Dr. Klucznik responded that recently Provost Gates signed a charge to establish a systemwide Online Learning Council. Director Corcoran will be the co-chair of the Council along with two additional co-chairs, one community college member and one CSU member. The purpose of the Online Learning Council is to put systemwide

procedures in place to explore and expand online education and generate broad participation in online learning.

Regent Cohen asked that the PowerPoint presentation that Director Corcoran was to present be distributed to the BOR ASA Committee members before the September BOR ASAC Meeting. Regent Howery stated that she is encouraged by the formation of the Online Learning Council and looks forward to the Council's findings and recommendations.

ii. Update to the Holistic Case Management Advising Policy

Mike Buccilli, AVP of Student Success, introduced his leadership team: Kathleen Ahern, Licella Arborleda, Michael Goemans, and Brian Kapinos. AVP Buccilli provided an update to the Holistic Case Management Advising (HCMA) Policy and the Guided Pathways Advising (GPA) Program. He stated that the HCMA Policy was adopted in Spring 2020. He described it as a policy to redesign/reimagine advising. Students will be assigned to a Guided Pathways Advisor, from entry to completion, to create a personalized academic and career plan which lays out the steps to transfer or completion.

AVP Buccilli discussed the three phases of the GPA program and the status of each:

- Phase 1 (2021): Housatonic, Middlesex, Northwestern – Status: The GPA Team is fully staffed in NCCC and MxCC. HCC will be fully staffed in a few weeks.
- Phase 2 (2021-2022): Asnuntuck, Gateway, Manchester, Quinebaug Valley, Tunxis
- Phase 3 (2022): Capital, Naugatuck Valley, Norwalk, Three Rivers

CSCU has received financial support from the Federal Government and the State of CT to accelerate the GPA Program. The next step is to hire Campus Advising Leads by the end of summer where there are vacancies. The goal is to have all 12 campuses to scale by 2022.

AVP Buccilli stated that the focus is on professional learning and training which is at the center of the GPA model. He summarized the advising technology, Ellucian CRM Advise Platform, and noted that it will go live in Spring 2022. He discussed the case load model where each Guided Pathways Advisor 1 (GPA 1) will have 250 students which will provide the ability to adapt to student needs.

*Questions/Recommendations from the Committee included:*

- i. *Can you move up the timeline for the community colleges in Phases II and III?*  
Response: The original plan was to complete each phase of the GPA program in a year; therefore, the three phases would take three years to complete. Our goal is to complete hiring by June 2022. Our timeline is now half the original time, 18 months, of the initial goal of three years. We were able to accelerate the timeline to 18 months with the financial support of the Federal and State governments as well as the BOR's.
- ii. *What measures are in place for internal accountability to test how the program is going?* Response: We have Key Performance Indicators (KPIs) as a starting point to see if we are having the impacts on students we hoped to have. We also have feedback loops and surveys to see what is working. We will track data, on many levels, to see the impact of the program.
- iii. *KPIs are long term. Do you have any short-term measures, on a semester basis, to determine how things are going?* Response: Yes. We plan to measure Fall to Spring retention and determine the percentage of students who persist to the Spring semester.

Some KPIs are tied to the first semester; for example, did the student complete Math and English?

- iv. *Do you review each of the Guided Pathways Advisors? How are they evaluated?*

Response: Yes. There is the traditional annual review, regular supervision, team meetings and the Professional Learning Plan. Reviews will take place throughout the year.

- v. *Advisement was previously done by faculty. How do GPAs interact with faculty advisors to make sure information is exchanged? Sometimes, faculty is the first to know that there's a problem.* Response: The GP Advisory model does not replace faculty advising, it partners with it. Faculty can focus on their discipline and program needs and mentor students. The Ellucian CRM Advise technology has a system of flags and alerts. Faculty can also raise an alert about a student. This information is sent to the GP Advisor who can connect with the student. There are also a series of automated alerts, at the student level, which are built into the Ellucian CRM Advise system; for example, if the student failed to register for classes or if the student has withdrawn from classes. The Ellucian CRM Advise system has dedicated training for faculty.

- vi. *What educational background and skill sets are required in the job description for Guided Pathways Advisors?* Response: For the GPA 1 position, we opened up the candidate pool to get a more diverse workforce. The position requires a bachelor's degree. We can hire candidates without college advising experience. Other counseling or advising experience is considered. The GPA 2 is the equivalent of an Associate/Assistant Director. This position never existed in Advising. This is a mid-manager supervisory position. At larger campuses, the GPA 2 position will supervise several GPA 1's. This position requires a Masters' degree and advising experience. The Campus Advising Lead is the point person for the campus and leads the GPA Program on campus.

- vii. *Do you provide guidance for GPAs on reaching out to faculty advisors early to show that they are a help not a hindrance or substitute?* Response: We communicate as much as possible. The campus implementation work included faculty and academic leadership. The Advising Leads and Academic Leads have met. We are constantly building and strengthening the relationship between Advising and Academics. We are assigning GP Advisors by area of study to build trust and knowledge with the faculty. *Chair Harris noted that Charter Oak State College has used this model for many years.*

- viii. *Will each of the levels of GPA's, including the Campus Advising Leads, have a caseload?* Response: GPA 1s will have a caseload of 250. GPA 2s will have half that caseload, approximately 125. Campus Advising Leads will not be assigned caseloads but can take over for GPA 1s or GPA 2s in case of illness, vacation, or emergency. At peak times, it's "all hands on deck".

Chair Harris noted that the September 10, 2021, meeting of the BOR Academic and Student Affairs Committee will be held in person with an online option.

**On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the June 11, 2021, BOR Academic and Student Affairs Committee at 11:31 a.m.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Social Sciences (CIP Code: 45.0101 / OHE# 000101), leading to a Bachelor of Science at Central Connecticut State University, effective September 23, 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program, Social Sciences, leading to a Bachelor of Science at Central Connecticut State University, effective fall 2021.

Name of Institution	Central Connecticut State University	
Name of Program	Social Sciences	
CIP Code	45.0101	
OHE# (Leave blank for new programs)	000101	
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	09/23/2021	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Social Sciences BS is a catch-all teacher preparation program for social sciences including history, political science, sociology, and geography. However, CCSU also offers a History BS teacher preparation program that has proven more attractive to students and employers. In particular, employers prefer a teacher candidate with a specialization in history, since history is a subject that is required for graduation from secondary schools.

Phase out:

The last student enrolled in the Social Sciences BS was in Spring 2019.

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> May 26, 2021	
Discontinued Program: CIP: 450101 OHE#: 00101 BOR Accreditation Date: 01/01/1976		
Phase Out /Teach Out Period <b>completed Spring 2019</b> Expected Date of Program Termination September 23, 2021		
<b>Program Characteristics</b>		
Name of Program: Social Sciences		
Degree: Title of Award (e.g. <i>Master of Arts</i> ) <b>BS</b> (Certifiable for Secondary Teaching)		
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. <i>School of Business</i> ) and Location (e.g. <i>main campus</i> ) offering the Program: School of Education and Professional Studies CCSU Main Campus		
<b>Institutional Contact for this Proposal:</b> Mark Jones	Program Coordinator and Professor of History	Tel.: 860-832-2819 e-mail: jonesm@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 Social Sciences BS is a catch-all teacher preparation program for social sciences including history, political science, sociology, and geography. However, CCSU also offers a History BS teacher preparation program that has proven more attractive to students and employers. In particular, employers prefer a teacher candidate with a specialization in history, since history is a subject that is required for graduation from secondary schools.

**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 student enrolled in the Social Sciences BS was in Spring 2019.

**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. All students have been "taught out".

**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?

We have learned the importance of keeping our eyes and ears on the job market and, when necessary, adapting our programs to fit the needs of employers. Doing so also better serves our students who will be entering the job market.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Education (CIP Code: 13.1202 / OHE# 000615), leading to a Master of Science at Southern Connecticut State University, effective August 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Education, leading to a Master of Science at Southern Connecticut State University, effective August 2022.

Name of Institution	Southern Connecticut State University	
Name of Program	Education	
CIP Code	13.1202	
OHE# (Leave blank for new programs)	000615	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	08/2022	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The discontinuation of the MS in Education is centered wholly in the context of a related academic improvement. The BOR recently approved a new program, the MS in Curriculum & Instruction, to replace the MS in Education. The new program is infinitely better and was designed to meet the needs of teachers in the current educational landscape.

Phase out:

The plan is to stop admitting new students in the MS in Education. Instead, students will be encouraged to apply to the MS in Curriculum and Instruction. The students that are currently in the MS in Education will be given the opportunity to switch their program to the new MS. It is expected that any student who does not switch to the new program will complete the MS in Education by August 2022.

All resources/costs will be shifted over to the new MS in Curriculum & Instruction that was just approved by the BOR.

**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.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 5.26.21	
<ul style="list-style-type: none"> <li>Discontinued Program: MS in Education CIP: 131202 OHE#: 000615 BOR Accreditation Date: Phase Out /Teach Out Period 5/21-8/22 Expected Date of Program Termination August 2022</li> </ul>		
<b>Program Characteristics</b>		
Name of Program: MS in Education		
Degree: Title of Award (e.g. Master of Arts) <b>MS</b>		
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: College of Education, main		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	<b>Title:</b> Provost and VP for Academic Affairs	<b>Tel.:</b> 2-5350 <b>e-mail:</b> prezantr1@southernct.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b>	<p><i>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. <u>Program discontinuation should not impact state priorities for workforce preparation.</u></i></p> <p>The discontinuation of the MS in Education is centered wholly in the context of a related academic improvement. The BOR recently approved a new program, the MS in Curriculum &amp; Instruction to replace the MS in Education. The new program is infinitely better and was designed to meet the needs of teachers in the current educational landscape.</p>
<b>Phase Out/Teach Out Strategy</b>	<p><i>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.)</i></p> <p>The plan is to stop admitting new students in the MS in Education. Instead, students will be encouraged to apply to the MS in Curriculum and Instruction. The students that are currently in the MS in Education will be given the opportunity to switch their program to the new MS. It is expected that any student who does not switch to the new program will complete the MS in Education by August 2022.</p>

**SECTION 3: RESOURCES**

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

**Close Out**

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

All resources/costs will be shifted over to the new MS in Curriculum & Instruction that was just approved by the BOR.

**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?

This program has been active for a long time – well over 20 years – and has served the teachers of Connecticut well. It was simply time, however, for the Department of Curriculum & Learning to create a new program that better fulfills the needs of today's teachers – especially given what we learned from the pandemic and the events this past year around all forms of equity.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Earth and Planetary Sciences (CIP Code: 40.0601 / OHE# 000198), leading to a Master of Arts at Western Connecticut State University, effective Spring 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Earth and Planetary Sciences, leading to a Master of Arts at Western Connecticut State University, effective Spring 2022.

Name of Institution	Western Connecticut State University	
Name of Program	Earth and Planetary Sciences	
CIP Code	40.0601	
OHE# (Leave blank for new programs)	000198	
Degree Level	Master of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2022	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Although this is a quality program, it has failed to attract a steady audience. After program review, the suggestions were to either invest in growing expertise (faculty) or phasing this out. Looking at competing programs in the region, WCSU have determined that there are too many other options in the region and investments are better made in other disciplines. This has recently been approved through faculty governance (May 2021).

Phase out:

There are no active students in this program, but if any return in the next year, WCSU will accommodate them with independent studies to support degree completion.

There are no costs to closure. There is a reduction in staffing costs.

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 5/26/2021	
Discontinued Program: Earth and Planetary Sciences    CIP: 40.0601    OHE#: 00198    BOR Accreditation Date: 1/1/1976 Phase Out /Teach Out Period <b>1 year</b> Expected Date of Program Termination <b>Spring 2022</b>		
<b>Program Characteristics</b> Name of Program: Earth and Planetary Sciences Degree: Title of Award (e.g. Master of Arts) <b>MA</b> Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Modality of Program: X On ground    Online    Combined Locality of Program: X On Campus    Off Campus    Both Institution's Unit: Macricostas School of Arts and Sciences		
<b>Institutional Contact for this Proposal:</b> Dr. Michelle Brown	Title: Dean, MSAS	Tel: 203-837-9499 e-mail: brownm@wcsu.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

Although this is a quality program, it has failed to attract a steady audience. After program review, the suggestions were to either invest in growing expertise (faculty) or phasing this out. Looking at competing programs in the region, we have determined that there are too many other options in the region and our investments are better made in other disciplines. This has recently been approved through faculty governance (May 2021).

**Phase Out/Teach Out Strategy**

There are no active students in this program, but if any return in the next year, we will accommodate them with independent studies to support degree completion.

**SECTION 3: RESOURCES**

**Close Out**

There are no costs to closure. There is a reduction in staffing costs.

**SECTION 4: LESSONS LEARNED**

We have reviewed this program twice in an effort to make it thrive, but we believe our size has been a disadvantage. We will focus on growing other programs that have a better chance of success and growth at the graduate level.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, English (CIP Code: 23.0101 / OHE# 000190), leading to a Master of Arts at Western Connecticut State University, effective Fall 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program, English, leading to a Master of Arts at Western Connecticut State University, effective Fall 2021.

Name of Institution	Western Connecticut State University	
Name of Program	English	
CIP Code	23.0101	
OHE# (Leave blank for new programs)	000190	
Degree Level	Master of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Fall 2021	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

This program has been declining in enrollment for many years. Attempts to revive it have been unsuccessful. WCSU stopped admitting students as part of the recent program review. That review process yielded a decision to close. It was approved for closure by campus governance in May 2021.

Phase out:

All students enrolled have completed the degree. WCSU has stopped admitting students and will stop offering the curriculum immediately.

There are no costs to closure. WCSU will have cost savings in the reduction of course offerings..

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 5/26/2021	
<b>Discontinued Program:</b> MA English <b>CIP:</b> 23.0101 <b>OHE#:</b> 00190 <b>BOR Accreditation Date:</b> 4/12/1971		
<b>Phase Out /Teach Out Period:</b> Immediate closure <b>Expected Date of Program Termination:</b> Fall 2021		
<b>Program Characteristics</b>		
Name of Program: English		
Degree: Title of Award MA		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: X On ground    Online    Combined		
Locality of Program: X On Campus    Off Campus    Both		
Institution's Unit: Macricostas School of Arts & Sciences, Midtown Campus		
<b>Institutional Contact for this Proposal:</b> Dr. Michelle Brown	Title: Dean, MSAS	Tel.: 203-837-9499 e-mail: brownm@wcsu.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

This program has been declining in enrollment for many years. Attempts to revive it have been unsuccessful. We stopped admitting students as part of our recent program review. That review process yielded a decision to close. It was approved for closure by campus governance in May 2021.

**Phase Out/Teach Out Strategy**

All students enrolled have completed the degree. We have stopped admitting students and will stop offering the curriculum immediately.

**SECTION 3: RESOURCES**

**Close Out:** None. We will have cost savings in the reduction of course offerings.

**SECTION 4: LESSONS LEARNED**

This is a long standing degree that once served English Education majors. As certification options evolved to include additional specializations (curriculum, ESL, and so on) students have migrated away. The remaining ESL courses will be offered in our education program in collaboration with the department of Writing, Linguistics and Creative Process.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Visual and Performing Arts – Digital Design (CIP Code: 50.0701 / OHE# 007654), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

**ITEM**

Discontinuation of a program, Visual and Performing Arts – Digital Design, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Visual and Performing Arts – Digital Design	
CIP Code	50.0701	
OHE# (Leave blank for new programs)	007654	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2023	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Visual and Performing Arts - Digital Design program is eligible for the DAT degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition. The adoption of the parent degree in DAT will further accommodate students who desire a more traditional art-based education.

There are no costs to closure.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
Discontinued Program: Visual and Performing Arts - Digital Design CIP: 500701 OHE#: 07654 BOR Accreditation Date: 09/01/2000 Phase Out /Teach Out Period 2 years Expected Date of Program Termination Spring 2023		
<b>Program Characteristics</b>		
Name of Program: Visual and Performing Arts - Digital Design		
Degree: Title of Award (e.g. Master of Arts) Associate of Arts		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: X On ground      Online      Combined		
Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student that would follow the Visual and Performing Arts - *Digital Design* program is eligible for the DAT degree, therefore the option is no longer necessary.

**Phase Out/Teach Out Strategy**

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

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition. The adoption of the parent degree in DAT will further accommodate students that desire a more traditional art-based education.

**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?

This program met needs that arose two decades ago to give students a well-rounded education in the digital arts and how it intertwines with the traditional arts. The revision of the DAT program continues that path in a more streamlined fashion which allows students to focus on both the digital arts and a sampling of the visual and performing arts discipline or a focus area. This aids in transfer into a wide variety of programs, as digital media is making its way into all fields.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Multimedia / Web Authoring (CIP Code: 09.0702 / OHE# 015377), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

**ITEM**

Discontinuation of a program, Digital Arts Technology – Multimedia / Web Authoring, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Multimedia / Web Authoring	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015377	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2023	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Multimedia/Web Authoring program is eligible for the DAT degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
Discontinued Program: Digital Arts Technology – Multimedia/Web Authoring CIP: 090702 OHE#: 15377 BOR Accreditation Date: 11/19/2001 Phase Out /Teach Out Period 2 years Expected Date of Program Termination Spring 2023		
<b>Program Characteristics</b>		
Name of Program: Digital Arts Technology – Multimedia/Web Authoring		
Degree: Title of Award (e.g. Master of Arts) Associate of Arts		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: X On ground      Online      Combined		
Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student that would follow the *Multimedia/Web Authoring* program is eligible for the DAT degree, therefore the option is no longer necessary.

**Phase Out/Teach Out Strategy**

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

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

**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?

This program met needs that arose two decades ago and has stood the test of time as it relates to the subject matter and its place in the world. What was not taken into account was how quickly and how much things would change in that time. The revision of the DAT program required language that would continue to provide strong foundations of each aspect in the digital arts yet be dynamic enough to morph with the technology and industry changes.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Graphics / Animation (CIP Code: 09.0702 / OHE# 015376), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

**ITEM**

Discontinuation of a program, Digital Arts Technology – Graphics / Animation, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Graphics / Animation	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015376	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2023	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Graphics/Animation program is eligible for the DAT Degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
Discontinued Program: Digital Arts Technology – Graphics/Animation CIP: 090702 OHE#: 15376 BOR Accreditation Date: 11/19/2001 Phase Out /Teach Out Period 2 years Expected Date of Program Termination Spring 2023		
<b>Program Characteristics</b>		
Name of Program: Digital Arts Technology – Graphics/Animation		
Degree: Title of Award (e.g. Master of Arts) Associate of Arts		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: X On ground      Online      Combined		
Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student that would follow the *Graphics/Animation* program is eligible for the DAT degree, therefore the option is no longer necessary.

**Phase Out/Teach Out Strategy**

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

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

**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?

This program met needs that arose two decades ago and has stood the test of time as it relates to the subject matter and its place in the world. What was not taken into account was how quickly and how much things would change in that time. The revision of the DAT program required language that would continue to provide strong foundations of each aspect in the digital arts yet be dynamic enough to morph with the technology and industry changes.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Audio / Video (CIP Code: 09.0702 / OHE# 015375), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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



**ITEM**

Discontinuation of a program, Digital Arts Technology – Audio / Video, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Audio / Video	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015375	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2023	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Audio/Video program is eligible for the DAT degree; Therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
Discontinued Program: Digital Arts Technology – Audio/Video Option CIP: 090702 OHE#: 15375 BOR Accreditation Date: 11/19/2001 Phase Out /Teach Out Period 2 years Expected Date of Program Termination Spring 2023		
<b>Program Characteristics</b>		
Name of Program: Digital Arts Technology – Audio/Video Option		
Degree: Title of Award (e.g. Master of Arts) Associate of Arts		
Degree Certificate: (specify type and level)		
Stand-Alone Certificate: (specify type and level)		
Modality of Program: X On ground      Online      Combined		
Locality of Program: X On Campus      Off Campus      Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

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

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student that would follow the *Audio/Video* program is eligible for the DAT degree, therefore the option is no longer necessary.

**Phase Out/Teach Out Strategy**

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

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

**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?

This program met needs that arose two decades ago and has stood the test of time as it relates to the subject matter and its place in the world. What was not taken into account was how quickly and how much things would change in that time. The revision of the DAT program required language that would continue to provide strong foundations of each aspect in the digital arts yet be dynamic enough to morph with the technology and industry changes.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Name Correction

September 20, 2021

WHEREAS: At its May 20, 2021 meeting, the Board of Regents approved a new program, Digital Media Production (CIP Code: 09.0702, OHE# 003045), leading to an Associate of Science at Middlesex Community College, and

WHEREAS: Due to a clerical error, the degree was listed incorrectly in the resolution to the Board of Regents and should be Associate of Applied Science instead of Associate of Science, be it

RESOLVED: That the Board of Regents for Higher Education approve the correction of the degree to Associate of Applied Science.

A True Copy:

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

**ITEM**

Modification of a program – Digital Media Production, specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Applied Science at Middlesex Community College.

**BACKGROUND**

DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. Since 2008, over \$3 million has been directed to MxCC media programs from the U.S. Department of Labor and the Connecticut Department of Economic and Community Development.

In Fall 2017, the Broadcast-Cinema and Multimedia A.S. programs were replaced with the current Digital Media Production A.A.S. program with its seven areas of specialization. We are requesting these program modifications after four years of experience with this program format, and taking into account recent industry changes and modifications to curriculum requirements under the Board of Regents such as the new General Education core and move to a unified statewide Catalog taking effect in 2023.

Name Change: From Digital Media Production to New Media Production

- New Media Production: A More Accurate and Progressive Name. Media industries are moving away from traditional media that serves a mass audience tied to specific platforms (television, newspaper, film) to new media that is tailored to the user, allowing them to consume media on any device at any time of their choosing. This requires updated skills and new instructional approaches that give our graduates an advantage when looking for employment.
- Consistent Branding and Integration. The name change reflects the program's integration with both the Center for New Media and Center for New Media Productions. This allows for more consistent branding across programs and services.
- Avoids Confusion with other similarly named programs in the Community College System. There are multiple digital media programs at other CSCCs. The new name will avoid confusion with other programs in the community college system and better reflects the type of advanced education students will experience at MxCC.
- The Word Digital is No Longer Necessary. Except areas outside of digital marketing, all media is created and distributed digitally, often over new media networks and platforms. Though some print media are still distributed on paper, the writing, layout and printing presses are digital. Newspapers, magazines and books are expected to be entirely digital by the end of the decade due to cost, convenience and environmental concerns.

Remain Competitive by offering more specialized and advanced courses

New Media Production graduates need to be competitive with graduates of baccalaureate programs, requiring advanced specialized courses within the associate degree. Fitting these courses within the 60-credit requirement has always been a challenge. The new General Education requirements of 21 credits, recommended Core Program Requirements of 24 credits,

and 15 credits of specialized directed electives has allowed the program to increase the number of specialized courses from 6 credits of directed electives to 15 by moving some courses to the General Education and Program Core. The program is adding advanced courses in 3D animation, motion graphics, analytics, web design, and internet marketing. Other courses are being developed. Once graduates attain an entry-level position, because of having these advanced and specialized skills, they should advance quickly in their chosen career path.

#### Applying for Unique Program Status

An application for Unique Program status is being prepared for submission upon approval of this program modification. A unique program calls for a unique name. Our justification for unique status is that Middlesex differentiates itself from other media programs by the following:

- The curriculum offers areas of specialization targeted to meet the needs of Connecticut's Media Industries.
- The program design uses 7 embedded certificates within an associate's degree allowing students to be dual credentialed and delve more deeply into their area of specialization.
- The \$2.5 million Center for New Media facilities, equipment and support staff is unique among CSCCs
- Students have access to integrated experiential learning opportunities right on campus with Center New Media Productions

#### **Previous Three Years Enrollment and Completion for the Program being Modified**

<b>ACTUAL Enrollment</b>	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	3	6	1	4	6
New Students	20	7	14	9	24	7
Returning Students	11	27	23	23	22	25
<b>ACTUAL Headcount Enrollment</b>	<b>36</b>	<b>37</b>	<b>43</b>	<b>33</b>	<b>50</b>	<b>38</b>
<b>Fall FTE accounted for by Program Majors</b>	<b>48</b>		<b>53</b>		<b>61</b>	
<b>Size of Credentialed Group(s) for Given Year</b>	<b>8 (2017-18)</b>		<b>20 (2018-19)</b>		<b>27 (2019-20)</b>	

#### **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.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Name Correction

September 23, 2021

WHEREAS: At its April 22, 2021 meeting, the Board of Regents approved a new program with the name 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

WHEREAS: Due to a clerical error, the name was listed incorrectly in the resolution to the Board of Regents and should be Business Administration: Sport Management Option, and

WHEREAS: The Executive Committee of the Board of Regents at its August 19, 2021 meeting approved the correction of the name of the programs, be it

RESOLVED: That the Board of Regents for Higher Education ratify the approval by the Executive Committee of the correction of the name of the program to Business Administration: Sport Management Option.

A True Copy:

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



**ITEM**

Establishment of a new program, 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.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Name Correction

August 19, 2021

WHEREAS: At its April 22, 2021 meeting, the Board of Regents approved a new program with the name 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

WHEREAS: Due to a clerical error, the name was listed incorrectly in the resolution to the Board of Regents and should be Business Administration: Sport Management Option, be it

RESOLVED: That the Board of Regents for Higher Education approve the correction of the name of the program to Business Administration: Sport Management Option.

A True Copy:

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Counselor Education (CIP Code: 13.1101 / OHE# 000175), specifically a change in modality from on ground to hybrid – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Counselor Education, specifically a change in modality from on ground to hybrid – leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Counselor Education	
CIP Code	13.1101	
OHE# (Leave blank for new programs)	000175	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The pandemic has significantly impacted the personal and professional lives of graduate students and has thereby affected how they want to access their graduate education. A survey conducted of the students in the Counselor Education program (n=82) indicated that 86% wanted all or some of their courses online. As a result, WCSU proposes to change the modality of this program from on ground to combined. Given the interpersonal nature of the counseling profession, certain classes will be held in person so that students can connect with their peers and enhance their professional skills. Having a combined program will allow students the flexibility to manage their diverse responsibilities at school and at home. The flexibility of the course schedule may also help increase the enrollment in the program and increase diversity in the student population since we can draw students from a wider geographical area. By moving to a combined modality, the WCSU Counselor Education program will be the only hybrid counseling graduate program in the CSU system according to the CT Office of Higher Education. In Connecticut, three out of four private schools are offering Counselor Education programs online and changing our modality will help this program stay competitive.

**Fiscal Impact:**

There is no cost for this change in modality.

**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.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – 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		
<b>Institution:</b> Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 5/26/2021	
Name of Program: MS in Counselor Education		
Type of Credential <b>Master of Science</b>		
CIP Code Number <b>13.1101</b>	Title of CIP Code <b>Counselor Education</b>	OHE# <b>00175</b>
<b>ORIGINAL:</b> Modality of Program - <b>X On ground</b> Online      Combined If "Combined", % of fully online courses?		
<b>MODIFIED:</b> Modality of Program -      On ground      Online <b>X Combined</b> If "Combined", % of fully online courses? 75%		
<b>Explanation / Justification:</b> <i>(Provide a concise rationale for the change request.)</i> The pandemic has significantly impacted the personal and professional lives of graduate students and has thereby affected how they want to access their graduate education. A survey conducted of the students in the Counselor Education program (n=82) indicated that 86% wanted all or some of their courses online. As a result, we propose to change the modality of this program from on ground to combined. Given the interpersonal nature of the counseling profession certain classes will be held in person so that students can connect with their peers and enhance their professional skills. Having a combined program will allow students the flexibility to manage their diverse responsibilities at school and at home. The flexibility of the course schedule may also help increase the enrollment in the program and increase diversity in the student population since we can draw students from a wider geographical area. By moving to a combined modality, the WCSU Counselor Education program will be the only hybrid counseling graduate program in the CSU system according to the CT Office of Higher Education. In Connecticut, three out of four private schools are offering Counselor Education programs online and changing our modality will help us stay competitive.		
<b>Fiscal Impact:</b> (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) None		
<b>Institutional Contact for this Request:</b> Nicole DeRonck	Title: Associate Professor	Tel.: 203-837-8513 e-mail: deronckn@wcsu.edu
<b>Institution's Unit</b> Offering the Program: School of Professional Studies, Midtown Campus		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Graphics and Animation (CIP Code: 09.0702 / OHE# 015371), specifically a name change to Digital Graphics for Print & Screen – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Modification of a program – Graphics and Animation, specifically a name change to Digital Graphics for Print & Screen – leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Graphics and Animation	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015371	
Degree Level	C2 Certificate	
Number of Collegiate Credits	21	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Digital Graphics for Print & Screen	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.

Fiscal Impact:

No costs will result from this name change.

**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.



09/10/2021 – BOR -Academic and Student Affairs Committee  
09/23/2021 – 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		
<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
<b>Characteristics of Current Academic Program</b> Name of Program: Graphics and Animation (HJ09) Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate C2 Modality of Program: X On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: X On Campus      Off Campus      Both	<b>Credit Distribution of the Program</b> # Credits in General Education: 3 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Electives: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 21	
CIP Code No. 090702	Title of CIP Code <i>Digital Communication</i>	OHE# 15371
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Proposed New Name of Program:</b> Digital Graphics for Print & Screen		
<b>Proposed Date Name Change Becomes Effective:</b> August 26, 2021		
<b>Explanation / Justification</b> (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 modification of the original certificate program taking into account changes that have come about in the past two decades. The digital media industry is not seeking individuals who are only capable of making things work on technical levels but well-rounded people who can implement the aesthetic aspects as well. The changes to the certificate program address these needs by including course that develop those necessary skills and exposure to areas that will employ those skills.		
<b>Programmatic Changes</b> (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.		
<b>Cost and Availability of Adequate Resources</b> (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) No costs will result from this name change.		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Multimedia / Web Authoring (CIP Code: 50.0102 / OHE# 007636), specifically a name change to Emerging Media – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Modification of a program – Multimedia / Web Authoring, specifically a name change to Emerging Media – leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Multimedia / Web Authoring	
CIP Code	50.0102	
OHE# (Leave blank for new programs)	007636	
Degree Level	C2 Certificate	
Number of Collegiate Credits	18	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Emerging Media	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.

**Fiscal Impact:**

No costs will result from this name change.

**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 NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM*

NAME CHANGE REQUEST		
<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
<b>Characteristics of Current Academic Program</b> Name of Program: Multimedia/Web Authoring (HJ07) Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate C2 Modality of Program: X On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: X On Campus      Off Campus      Both	<b>Credit Distribution of the Program</b> # Credits in General Education: 0 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 15 # Credits of Electives: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 18	
CIP Code No. 500102	Title of CIP Code <i>Digital Arts</i>	OHE# 07636
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus		
<b>Proposed New Name of Program:</b> Emerging Media		
<b>Proposed Date Name Change Becomes Effective:</b> August 26, 2021		
<b>Explanation / Justification</b> (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 modification of the original certificate program taking into account changes that have come about in the past two decades. The digital media industry is not seeking individuals who are only capable of making things work on technical levels but well-rounded people who can implement the aesthetic aspects as well. The changes to the certificate program address these needs by including course that develop those necessary skills and exposure to areas that will employ those skills.		
<b>Programmatic Changes</b> (If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.) This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.		
<b>Cost and Availability of Adequate Resources</b> (If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change) No costs will result from this name change.		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Animation and Motion Graphics (CIP Code: 09.0702, OHE# TBD) leading to a C2 Certificate at Naugatuck Valley 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:

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

**ITEM**

Establishment of a new program, Animation and Motion Graphics, leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Animation and Motion Graphics	
CIP Code	09.0702	
OHE# (Leave blank for new programs)		
Degree Level	C2 Certificate	
Number of Collegiate Credits	21	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Under the current curricular structure, Digital Arts Technology (DAT) students enroll in one of the three DAT degree options; Audio/Video (HC25), Graphics/Animation (HC26), or Multimedia/Web Authoring (HC27), while no DAT student is permitted to enroll in the parent Digital Arts Technology (DAT) degree (HC24), itself. With this proposal, students will enroll in the singular general DAT (HC24) degree and will have available multiple elective paths to allow students to focus and specialize. This certificate is fully stackable in the general program.

This certificate provides students with exposure to industry standard software, common workflow, and adaptability in differing environments and workforce cultures. Successful completion of the courses and ultimately the certificate will result in a portfolio of work that will be used by the graduate while seeking employment.

The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the

Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this program.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents



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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021	
Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation to 2022		
<b>Program Characteristics</b> Name of Program: Animation and Motion Graphics Degree: Title of Award (e.g. Master of Arts) Degree Certificate: (specify type and level) Certificate C2 Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: Fall 2022 Modality of Program: X On ground      Online      Combined If "Combined", % of fully online courses? Locality of Program: X On Campus      Off Campus      Both	<b>Program Credit Distribution</b> # Credits in General Education: 6 # Credits in Program Core Courses: 3 # Credits of Electives in the Field: 12 # Credits of Other Electives: # Cr Special Requirements (include internship, etc.):  <u>Total # Cr in the Program</u> (sum of all #Cr above): 18-21 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 090702      Title of CIP Code <i>Digital Communication</i>		
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)      Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Ray Leite	Title: Program Coordinator, Digital Arts Technology	Tel.: 203-575-8152 e-mail: rleite@nv.edu

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

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role and Scope**

*(Provide concise statements)*

Under the former curricular structure, Digital Arts Technology (DAT) students enrolled in one of the three DAT degree options; Audio/Video (HC25), Graphics/Animation (HC26), or Multimedia/Web Authoring (HC27), while no DAT student was permitted to enroll in the parent Digital Arts Technology (DAT) degree (HC24), itself. Until now, the DAT general degree code (HC24) had never been used.

The proposals here include the termination of the three degree options, and all DAT students enrolling in the singular general DAT (HC24) degree using multiple elective paths to allow students to focus and specialize. The proposed redesign eliminates the degree “options” in favor of implementing the general DAT degree which streamlines the path to completion, all while ensuring students get the courses they need for transfer, employment, or the satisfaction of completing a degree.

**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)*

This new certificate program enables students to focus specifically in Animation. The foundations of 2D and 3D animation enables students to gain entry-level positions in the animation-related workforce and to transfer to senior academic institutions.

The program provides students with exposure to industry standard software, common work-flow, and adaptability in differing environments and workforce cultures. Successful completion of the courses and ultimately the certificate will result in a portfolio of work that will be used by the graduate while seeking employment.

- 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 augments the Digital Arts Technology program to offer a focus in one of the five main areas of study.

- 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?

NVCC is pursuing a grant which will enable every DAT student to borrow a laptop equipped with the speed, memory and software (Adobe) subscriptions necessary to ensure equitable access for all students. Additionally, all DAT courses are taught using the FLEX modality, allowing students to attend class in person or virtually, ensuring student access to both online and on-ground instruction.

- 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)*  
CCSU, ECSU, and WCSU currently accept the credits as they pertain to a variety of degrees offered at each school.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
This is a certificate that is comprised of existing courses so no duplication should arise.

There are no other Digital Arts Technology programs in the CSCU system, and no other CSCU institution offers Animation and Motion Graphics.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### **Cost Effectiveness and Availability of Adequate Resources**

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

The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this 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.

Academic Advising introducing the benefits of obtaining the certificate in addition to the Digital Arts Technology degree. The DAT program degrees and certificates have done well without out advertisement, but recently a short ad has been run on social media.

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

DAT retention and completion has been one of the highest on the NVCC campus for several years.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Demonstrate efficient time management and organizational practices.
2. Practice effective communication both independently and as part of a team.
3. Recognize and use standard animation production workflow to facilitate project completion.
4. Apply industry-standard techniques and tools to complete professional level animation components.
5. Create state-of-the-art special effect techniques used in film and video.
6. Complete significant projects resulting in a robust portfolio or demo reel.

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

This role will be fulfilled by the Digital Arts Technology (DAT) Program Coordinator, who already oversees the DAT degree(s) and certificates.

**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?

25

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

75

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

Animation related Masters (or Bachelor's with 4 years industry experience).

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

The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this program.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### Curriculum

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
ART*H121 Two Dimensional Design or		none	3			
ART*H111 Drawing I		none				
DAT*H110 Digital Video Production I		DAT*H101	3			
DAT*H205 Multimedia Authoring II		DAT*H101	3			
DAT*H212 3D Graphics and Animation I		DAT*H101	3			
DAT*H234 3D Graphics and Animation II		DAT*H212	3			
DAT*H226 Motion Graphics for Film & Video		DAT*H110	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
DAT*H101 Introduction to Digital Arts			3			
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p><b>Program Outline</b> (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>A total of between eighteen (18) and twenty-one credits (21) are required for the completion of this certificate. There are currently no special admission requirements, capstone or special project requirements. Students are required to achieve a grade of C or better in all coursework.</p>						

**\*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.

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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

**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
Ray Leite, DAT Program Coordinator	Central Connecticut State University	Educational Technology; Communication: Radio/TV/Film	Advising, Inventory/Equipment Maintenance, DAT Club Advisor

**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)**

<b>PROJECTED Enrollment</b>	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)	15	10	15	10			20	13	20	13			25	15	25	15		
New Students (first time matriculating)	5	5	5	5			7	7	7	7			10	10	10	10		
Continuing Students progressing to credential	0	0	0	0			0	1	0	5			0	3	0	7		
Headcount Enrollment	20	15	20	15			27	21	27	25			35	28	35	32		
<b>Total Estimated FTE per Year<sup>1</sup></b>	50						69.3						90					
<b>PROJECTED Program Revenue</b>	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 <sup>2</sup>	\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch			\$269/ch	\$269/ch	\$269/ch	\$269/ch		
Tuition from Internal Transfer <sup>2</sup>	\$48,420	\$16,140	\$48,420	\$16,140			\$64,560	\$20,982	\$64,560	\$20,982			\$80,700	\$24,210	\$80,700	\$24,210		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (NEW students)	\$16,140	\$8,070	\$16,140	\$8,070			\$22,596	\$12,912	\$22,596	\$19,368			\$32,280	\$20,982	\$32,280	\$27,438		

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**APPLICATION FOR NEW PROGRAM APPROVAL**

<b>Total Annual Program Revenue</b>	\$177,540		\$248,556	\$322,800
<b>PROJECTED Program Expenditures<sup>3</sup></b>				<p><b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</p> <p>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall &amp; Spring</p> <p>Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.</p> <p>2 Revenues from all courses students will be taking.</p> <p>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</p> <p>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.</p>
	First Year	Second Year	Third Year	
Administration (Chair or Coordinator) <sup>4</sup>				
Faculty (Full-time, total for program) <sup>4</sup>	74,589	78,691	82,625	
Faculty (Part-time, total for program) <sup>4</sup>	66,636	70,301	74,167	
Support Staff (lab or grad assist, tutor)				
Library Resources Program				
Equipment (List in narrative)				
Other <sup>5</sup>				
Estimated Indirect Costs <sup>6</sup>				
<b>Total Expenditures per Year</b>	\$141,225	\$148,992	\$156,792	



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Intelligence (CIP Code: 30.7102, OHE# TBD) leading to an Associate of Science at Northwestern Connecticut 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:

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

**ITEM**

Establishment of a new program, Business Intelligence, leading to an Associate of Science at Northwestern Connecticut Community College.

Name of Institution	Northwestern Connecticut Community College	
Name of Program	Business Intelligence	
CIP Code	30.7102	
OHE# (Leave blank for new programs)		
Degree Level	Associate of Science	
Number of Collegiate Credits	60/61	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Business Intelligence Program is committed to creating critical thinkers, innovative solution seekers and well-rounded business professionals. Business intelligence (BI) combines business knowledge with data analytics, data modeling, analytic tools, and organizational infrastructure to aid businesses in making data-informed decisions. Degree candidates face the rigors of a business education that focuses on combining traditional business modalities with innovative data technology to produce graduates who are modern day leaders.

According to the Bureau of Labor Statistics, the Business Intelligence sector in Connecticut is growing much faster than average, projecting a growth rate of 8% with nearly 4,000 new jobs expected. Nationwide the growth projection is 31%, making it the 11th fastest growing occupation by 2029.

Industry is experiencing a shortage of Business Intelligence professionals, and this is evidenced by the job market, not only by the number of open positions but, also, by the change in

requirements. Over the last 18 months Business Intelligence job postings have begun to show a shift in degree requirements from “Bachelor’s required” to “Bachelor’s preferred”.

The Business Intelligence curriculum will provide our students with the knowledge, skills and experience to fulfill the requirements of these, and other, positions. In addition, graduates of the Business Intelligence program will be well positioned to enter Bachelor of Science programs at numerous Connecticut universities.

No other Connecticut community colleges offer a Business Intelligence degree. There are no BA/BS Business Analytics/Intelligence degrees at the CSU’s but CCSU and WCSU have programs in Management Information Systems and SCSU has a Data Science program that may be potential transfer destinations. There are several other Business Analytics and MIS degrees offered at private universities.

### **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.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Northwestern CT Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 5/24/21	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b>		
<b>Program Characteristics</b> Name of Program: Business Intelligence Degree: Title of Award (e.g. Master of Arts) <b>Associate of Science</b> Degree Certificate: (specify type and level) AS Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2022 Anticipated Date of First Graduation: Spring 2024 Modality of Program: On ground      Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Approx. 50% Locality of Program: <input checked="" type="checkbox"/> On Campus      Off Campus      Both	<b>Program Credit Distribution</b> # Credits in General Education: 24/25 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: # Credits of Other Electives: 3 # Cr Special Requirements (include internship, etc.):  <u>Total # Cr in the Program</u> (sum of all #Cr above): 60/61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 3	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 30.7102	Title of CIP Code	Business Analytics
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)		Location (e.g. main campus) Offering the Program:
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Crystal Wiggins Stacey Williams	<b>Title:</b> Wiggins: Professor in Mathematics  Williams: Professor of Business and Economics	Wiggins: Tel.: 860-738-6310 e-mail: <a href="mailto:cwiggins@nwcc.edu">cwiggins@nwcc.edu</a>  Williams: Tel.: 860-738-6427 Email: <a href="mailto:swilliams@nwcc.edu">swilliams@nwcc.edu</a>

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

### SECTION 2: PROGRAM PLANNING ASSESSMENT

#### Alignment of Program with Institutional Mission, Role and Scope

*(Provide concise statements)*

The Business Intelligence Program is committed to creating critical thinkers, innovative solution seekers and well-rounded business professionals. Business intelligence (BI) combines business knowledge with data analytics, data modeling, analytic tools, and organizational infrastructure to aid businesses in making data-informed decisions. Degree candidates face the rigors of a business education that focuses on combining traditional business modalities with innovative data technology to produce graduates who are modern day leaders.

#### Addressing Identified Needs

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

According to the Bureau of Labor Statistics, the Business Intelligence sector in Connecticut is growing much faster than average, projecting a growth rate of 8% with nearly 4,000 new jobs expected. Nationwide the growth projection is 31%, making it the 11<sup>th</sup> fastest growing occupation by 2029.

Industry is experiencing a shortage of Business Intelligence professionals, and this is evidenced by the job market, not only by the number of open positions but, also, by the change in requirements. Over the last 18 months Business Intelligence job postings have begun to show a shift in degree requirements from “Bachelor’s required” to “Bachelor’s preferred”. The following is a sampling of such job postings pulled from Indeed.com:

##### Travelers

- Associate Business Systems Analyst- job post
- Business Insights & Analytics LDP Intern- job post
- Business Systems Analyst

##### Maestro Headhunters LLP

- Business Data Analyst

##### Congruent Insurance Solutions, LLC

- Business Data Analyst

##### Pearson

- Intern (paid) - Data Modeler/Quality Manager

The Business Intelligence curriculum will provide our students with the knowledge, skills and experience to fulfill the requirements of these, and other, positions.

In addition, graduates of the Business Intelligence program will be well positioned to enter Bachelor of Science programs at numerous Connecticut universities.

- 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 Business Intelligence degree comprises existing courses and curricula from the Data Science and Business programs,. With the Business program having been recently undergone and extensive review and the new Data Science program entering its third year, the Business Intelligence program has the benefit of leveraging fresh, cutting edge curriculum.

Both the Business and Data Science programs have active advisory boards that provide guidance and support to the program missions and help to shape the curriculum through advice and counsel. These relationships provide our students with access to the highest levels of expertise in industry, as well as internship and employment opportunities. In addition, faculty regularly collaborate with the Northwest Connecticut Chamber of Commerce.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

- 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?

Northwestern Connecticut Community College has several important efforts underway focused on increasing equity, such as those centering around Achieving the Dream initiative. As well, the college has operationalized goals for equity within its Strategic Plan:

#### Student Access, Success and Equity

*Provide effective onboarding processes and robust student supports that remove barriers to access and success, and produce equitable outcomes for all students.*

- 1. Increase the number of students who successfully complete the first year.*
- 2. Implement Guided Pathways advising principles.*
- 3. Cultivate a campus culture in which faculty and staff understand and prioritize equity and inclusion, and in which all students, faculty and staff feel a sense of belonging.*
- 4. Identify and address the unique barriers faced by students in the rural Northwest Corner.*

To this end, the STEM department has developed the C4 program (Classrooms and Camps to College and Careers). This project was designed to expand interest in Science, Technology, Engineering, and Math (STEM) interest and skills attainment in underrepresented and underserved students (those from socioeconomically disadvantaged backgrounds, ESL, minority students, female students, and first-generation college students). The program serves to increase the interest and engagement of underserved and underrepresented students by providing innovative hands-on experiences for students in Torrington's middle and high school classrooms, leading to a STEM pathway with a focus on technology education that advances through high school, the community college, and into the workforce or 4-year universities

- 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)*

Discussions regarding transfer are underway with CCSU, WCSU, SCSU, UConn and the University of Hartford. CCSU has provided a letter of support (see attached). This degree was specifically designed to transfer to UConn's Business Analytics degree.

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

No other Connecticut community colleges offer a Business Intelligence degree. There are no BA/BS Business Analytics/Intelligence degrees at the CSU's but CCSU and WCSU have programs in Management Information Systems and SCSU has a Data Science program that may be potential transfer destinations. There are several other Business Analytics and MIS degrees offered at private universities, University of Hartford, University of New Haven, University of Bridgeport (Business Analytics and Intelligence).

CCSU has provided a letter of support, please see attached.

#### **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.)*

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### 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.

New programs need strong marketing to create awareness and to enhance institutional branding. Coupled with the high demand for data science workers, this program would benefit from targeted marketing. A line item for marketing has been added to the PRO FORMA Budget – Resources and Expenditure Projections section; these funds will be used for the non-in-house production costs of marketing materials and promotional initiatives, including but not limited to the following:

#### 1. Production of Marketing Materials and Content Development

Web pages on college website, videos, brochures, flyers, comprehensive promotional packets, etc.

#### 2. Press release distribution (local and regional)

State of Connecticut Executive Branch Media Contact List	Friends of Main Street
NW CT Chamber of Commerce	Post Latino.com
Republican American	CT Mirror
Register Citizen	FM 97.3 WZBG
Bristol Press	Sandisfield Times
Charter Communications	HamletHub
Litchfield BZ	NW CT Arts Council
Hartford Courant	Norfolk Now
Lakeville Journal	

#### 3. Targeted Promotions to Industry

The following companies have listed Business Intelligence positions on popular job search websites such as CareerBuilder, Indeed and Monster. Promotional packets containing press releases, brochures, and other marketing pieces and contact information will be mailed to the respective Human Resources departments.

3M Companies	e-Solutions	Sharpedge Solutions Inc
Amazon	Entre Computer	Softcom Systems
Apex Systems	ExecuNet	Syrinx
Avanade	Expedite Technology Solutions LLC	Talent Software Services
Bank of America	Hartford HealthCare	The Hartford
Cigna	HealthTECH Resources, Inc.	The Jackson Laboratory
Cognizant Technology Solutions	Humana	The Travelers Companies
Collabera	IBM	United Bank
Conexess Group, LLC	Infosys	US Census Bureau
ConnectiCare	Net2Source Inc.	Verint Systems, Inc.
Crescens Inc.	Randstad US	Voya Financial, Inc
CVS Health	Raytheon Technologies Corporate	
Cyma Systems Inc	SANS Consulting Services, Inc	
Diverse Lynx	Santander	

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### 4. Email

- Current FT and PT students
- Graduates: 2018-2022
- Non-credit students: 2018-2022

#### 5. Social Media (Facebook (FB) and Instagram(IG))

- Posts on Institutional and Program FB and IG pages
- Paid ads on FB and IG (\$10-\$15 est. per ad)

The following metrics will be followed to identify trends, determine cost effectiveness and cull data that may lend to additional marketing inroads

Post Reach (The number of unique viewers to whom a post is served)

Engagement (Reactions, Comments, Shares, Impressions, etc.)

Cost per "engagement"

Demographics of Engagements (Note: Most of those who interact with a post/ad on our FB and IG pages are women between 25-55 (consistent with NWCC's student demographics)

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

The Business and STEM programs are designed on a foundation of practical application, and the Business Intelligence program will follow the same model. The classroom environment is one of active, collaborative learning with a high level of technology integration. Virtual guest speakers are regularly streamed into the classroom so that students have the benefit of discussions with industry experts, allowing them to begin developing a network of professional contacts while still in college. In addition, through an Advanced Technological Education grant from the National Science Foundation, STEM students are funded to work in internships as well as special technology-related projects.

As previously mentioned, the STEM department has developed the C4 program (Classrooms and Camps to College and Careers). It is expected that some participants in the C4 program will become Business Intelligence majors and will benefit from the faculty connections developed along the way.

Outside of the classroom, students are strongly encouraged to participate in activities and join student clubs coordinated by Northwestern's dynamic Student Activities department. Faculty club advisors regularly participate in recreational and volunteer activities alongside the students, further strengthening the faculty-student relationship.



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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

### SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Understand the basics building blocks of a business.
2. Apply analytic techniques to real-world data using statistics and programming languages.
3. Develop the ability to make data-driven decisions.
4. Create data visualizations with analytic platforms
5. Demonstrate the ability to communicate effectively both verbally and in writing.
6. Develop leadership skills and critical decision-making techniques.
7. Work competently in solitude or in a team environment.

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

This degree will be overseen and advised by Crystal Wiggins, Professor of Mathematics, and Stacey Williams, Professor of Business and Economics, both of whom have researched and developed this program. Approximately 40% of Crystal and 75% of Stacey's FTE will be spent on teaching, advising, and administering in this program.

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

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

1

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

Approx. 30%

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

Approximately 3-6 credits per semester.

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

A Masters Degree and recent, relevant industry experience is required to teach the courses in the program.

**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)*

No special resources are required for this program.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### Curriculum

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

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
ENG*101 Composition	5	Placement or ENG 096	3			
MAT*167 Principles of Statistics	2,3,4	MAT*137	3			
ECN*101 Principles of Macroeconomics	1	Eligibility for ENG*101 AND MAT*137	3			
COM*173 Public Speaking	5	Eligibility for ENG* 096	3			
MAT*222 Statistics II	2,3,4	MAT*167	3			
ECN*102 Principles of Microeconomics	1	Eligibility for ENG*101 AND MAT*137	3			
CST*201 Intro to MIS	1,3,6	Eligibility for ENG*101 AND MAT*137	3			
COM*271 Business Communications	1,5	Eligibility for ENG* 101	3			
Behavioral/Social Science Elective	varies	varies	3			
ACC*113 Principles of Financial Accounting	1	Eligibility for ENG* 101	3			
DTS*201 Data Science in R	2,3,4,6	MAT*167	3			
DTS*258/ENG*258 Data Journalism	2,4,5	ENG*101 and MAT*167 (may be taken concurrently)	3			
BMG*202 Principles of Management	1	Eligibility for ENG* 101	3			
BMK*201 Principles of Marketing	1	BMG* 202 or with concurrency, AND eligibility for ENG* 101	3			
Natural or Physical Science Elective	varies	varies	3/4			
DTS*220 Intro to Machine Learning	2,3,6	DTS*201	3			
DTS*299 Capstone Research	1,2,3,4,5,6,7	Instructor permission	3			

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

BMG*216 Internet Marketing	1	BMK*201 or Instructor permission	3			
BFN*201 Principles of Finance	1	ACC* 113 AND BMG* 202	3			
Free Elective	varies	varies	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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

The Business Intelligence A.S. Degree entails 24/25 credits in general education, 15 credits in business, 12 credits in data science applications, 6 credits in math or programming or computer applications and 3 credits of a free elective. Students must take a minimum of 60/61 credits of coursework for the degree at the institution.

The Capstone Research Project takes place in the fourth semester, and comprises 3 of the 12 data science credits. The goal of the capstone project is to provide students with experience in researching and solving industrial problems. Students work in groups and research problems given by local businesses, industry, and government (BIG). The course mimics an internship – students learn to interact in a business setting, manage deadlines, produce technical documents, and think critically to find solutions. By the end of the course, each group produces a solution to their problem and completes a written, oral (video), and poster/PowerPoint summary of their work.

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

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Crystal Wiggins, Professor of Professor of Mathematics	Central Connecticut State University	Mathematics & Statistics Received training through a variety of sources; StatPREP, QUBES FMN, R Workshops, Data Camp, Data Quest, PIC Math, etc.	Department Chair, STEM
Stacey Williams, Professor of Business and Economics	Southern Connecticut State University	Marketing, Social Media, Economics, Management, MIS, Business Development	Website and social media manager for Business Programs
Instructor of Business Intelligence and Information Systems (To be hired - see attached position announcement.)			

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

PROJECTED Enrollment	First Year						Second Year						Third Year							
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer			
	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	FT	
Internal Transfer (from other programs)	3																			
New Students (first time matriculating)	3	6					6	6					6	9						
Continuing Students progressing to credential			6	6			3	3	9	9			6	6	12	15				
Headcount Enrollment	6	6	6	9			9	9	9	9			12	15	12	15				
Total Estimated FTE per Year <sup>1</sup>	9						12						18							
PROJECTED Program Revenue	First Year						Second Year						Third Year							
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer			
	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	FT	PT	PT	
Tuition <sup>2</sup>	1956	4890	1956	4890			2934	7335	2934	7335			4401	11,002	4401	11,002				
Tuition from Internal Transfer <sup>2</sup>																				
Program Specific Fees (lab fees, etc.)																				
Other Revenue (annotate in narrative)	2398	5995	2398	5995			3597	8992	3597	8992			5035	12558	5035	12558				
Total Annual Program Revenue	30,478						45,716						65992							
PROJECTED Program Expenditures <sup>3</sup>							<b>NOTE:</b> 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) <sup>4</sup>	7,800	8,000	8,400																	
Faculty (Full-time, total for program) <sup>4</sup>	23,200	25,200	38,700																	
Faculty (Part-time, total for program) <sup>4</sup>																				
Support Staff ( lab or grad assist, tutor)																				
Library Resources Program																				
Equipment (List in narrative)																				
Other <sup>5</sup> Marketing	500	500	500																	
Estimated Indirect Costs <sup>6</sup>	5000	8000	10000																	
Total Expenditures per Year	31,500	41,700	57,600																	

\*\* Assume state per FTE revenue of \$2,398. Assume tuition per FTE revenue \$1,956.

\*\*\*Revenue and expenditures are projecting the proportion directly associated with Business Intelligence. Since this program is a mix of business, data science, marketing, and computer science, there will be cross-over enrollment with those programs.

\*\*\*\*Assume ½ of instructor cost to BI as the courses are also filled with students from other programs. With enrollment growth, year 3 projects ¾ of instructor costs associated with BI students. Faculty line is budgeted as it is a replacement FTE from another program.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in General Studies (CIP Code: 24.0102, OHE# TBD) – leading to a Bachelor of General Studies at Central 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:

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

**ITEM**

Establishment of a new program, General Studies, leading to a Bachelor of General Studies at Central Connecticut State University.

Name of Program	Bachelor of General Studies
If Name Change, Previous Name	N/A
Credential	Bachelor of General Studies
Number of Credits	120
Modality	On ground
CIP Code	24.0102
OHE #	TBD
Effective Term	Spring 2022
If a Discontinuation, date of Termination	
If a Suspension, dates of Suspension	

**BACKGROUND**

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer students, adult learners, and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. These students have often accumulated credits within a particular program but either cannot pass a specific required course, or due to time constraints, cannot take a required course. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

The program includes an agreement with Charter Oak State College to specifically target adult students who have accumulated over 75 credits and have stopped out of their degree path for 1-3 years. These students will be contacted (phone, email, text) to see if they would be interested in expediting their path toward degree completion by obtaining a Bachelor's in General Studies. The agreement provides expanded opportunities for students who want to complete their degrees online.

We expect that the BGS will advance several elements of CCSU's Strategic Plan 2030, including:

**Goal 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy.**

2. *Develop educational foundations that strengthen student learning.* The learning outcomes of the BGS are designed to ensure strength in critical thinking, written communication, and information literacy.

3. *Promote a student-centered environment to ensure success.* The BGS has been designed with a strong advising model to help students make progress towards their degree.

**Goal 2. Increasing Access to Higher Education and Ensuring Student Success.**

1. *Develop a culture of accessibility.* The BGS is designed to appeal to transfer students and adult learners. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

Having a bachelor's degree increases employability and earnings. A Bachelor of General Studies provides a pathway to a bachelor's degree for those whose education within a disciplinary degree program has been stalled or derailed.

Some adult learners within the CT community have attended some college and have never completed their degree. These adults are unable to move forward on a career path that requires a college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. A BGS would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

Additionally, we have students who begin their journey at CCSU with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest, but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Advising is a key to success in the BGS. Professional advisors and a subset of faculty advisors will receive professional development over Summer 2021 to ensure knowledge of the curriculum and requirements for admission. Further, Dean's Office staff will receive professional development to support initial advising for students interested in the BGS and for students who are on academic probation. Once admitted to the BGS program, the Director of the BGS serves as an additional point of contact for students. The Director will connect students with supports as appropriate.

The BGS capitalizes on already existing courses and instructional resources. Any additional instructional costs will scale directly with enrollment. All facilities, technology, and library



resources are already in place. Academic support services are also largely in place, although additional support for advisor training and program direction is needed to maximize success in the program. The primary expense will be program coordination.

Assuming that enrollment targets are met, no new resources are required to implement or sustain this program.

**RECOMMENDATION**

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 03/31/21	
Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019		
<b>Program Characteristics</b> Name of Program: <b>Bachelor of General Studies</b> Degree: Title of Award (e.g. Master of Arts) <b>Bachelor of General Studies</b> 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: <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	<b>Program Credit Distribution</b> # Credits in General Education: 42-44 # Credits in Program Core Courses: # Credits of Electives in the Field: 30# Credits of Other Electives: 46-48 # Cr Special Requirements (include internship, etc.): 0  <u>Total # Cr in the Program</u> (sum of all #Cr above): 120 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 24.0102    Title of CIP Code General Studies		
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)                      Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Wolff	Title: Dean of the Ammon College of Liberal Arts and Social Sciences	Tel.: 860.832.2807 e-mail: wolffr@ccsu.edu

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### SECTION 2: PROGRAM PLANNING ASSESSMENT

##### Alignment of Program with Institutional Mission, Role and Scope

*(Provide concise statements)*

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer students, adult learners, and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. These students have often accumulated credits within a particular program but either cannot pass a specific required course, or due to time constraints, cannot take a required course. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

We expect that the BGS will advance several elements of CCSU's Strategic Plan 2030, including:

- **Goal 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy.**
  2. *Develop educational foundations that strengthen student learning.* The learning outcomes of the BGS are designed to ensure strength in critical thinking, written communication, and information literacy.
  3. *Promote a student-centered environment to ensure success.* The BGS has been designed with a strong advising model to help students make progress towards their degree.
- **Goal 2. Increasing Access to Higher Education and Ensuring Student Success.**
  1. *Develop a culture of accessibility.* The BGS is designed to appeal to transfer students and adult learners. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

##### 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)*

Georgetown University's Center on Education and the Workforce tracked employment during the last economic recession and recovery in the United States. Employment for workers without a baccalaureate degree declined by 7.4 million jobs. Further, the employment of individuals with at least a baccalaureate degree recovered much faster than the employment of individuals with less educational attainment:

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

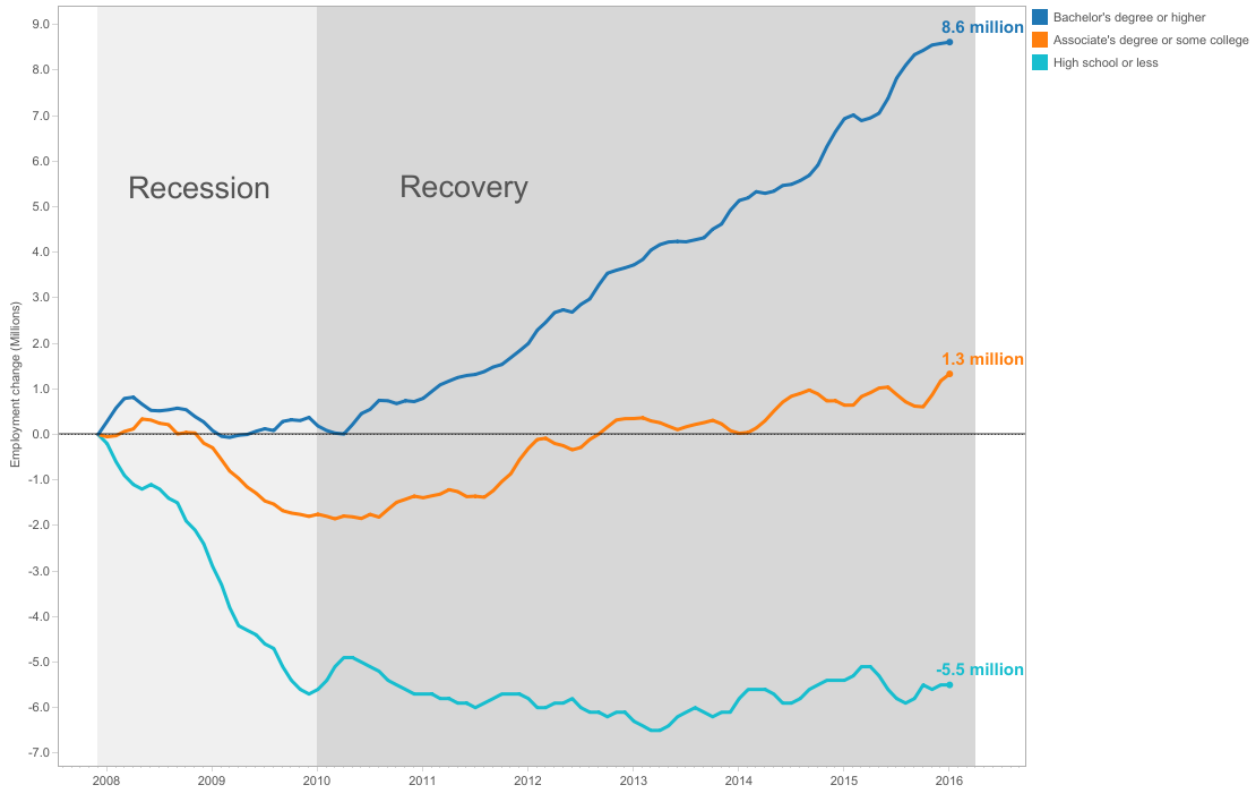
## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

Employment of workers with more than a high school education increased by 11.5 million of the 11.6 million net new jobs added in the recovery.

During the recession, employment of workers with less than a bachelor's degree declined by 7.4 million jobs.

During the recovery, employment of workers with a high school diploma or saw net increases of 80,000 jobs.



In addition to better prospects for employment, the US Bureau of Labor Statistics reports that in 2019 people with bachelor's degrees earned more than 40% higher median weekly earnings (\$1248) than those with associates degrees (\$887) or some college, but no degree (\$833).

Having a bachelor's degree increases employability and earnings. A Bachelor of General Studies provides a pathway to a bachelor's degree for those whose education within a disciplinary degree program has been stalled or derailed.

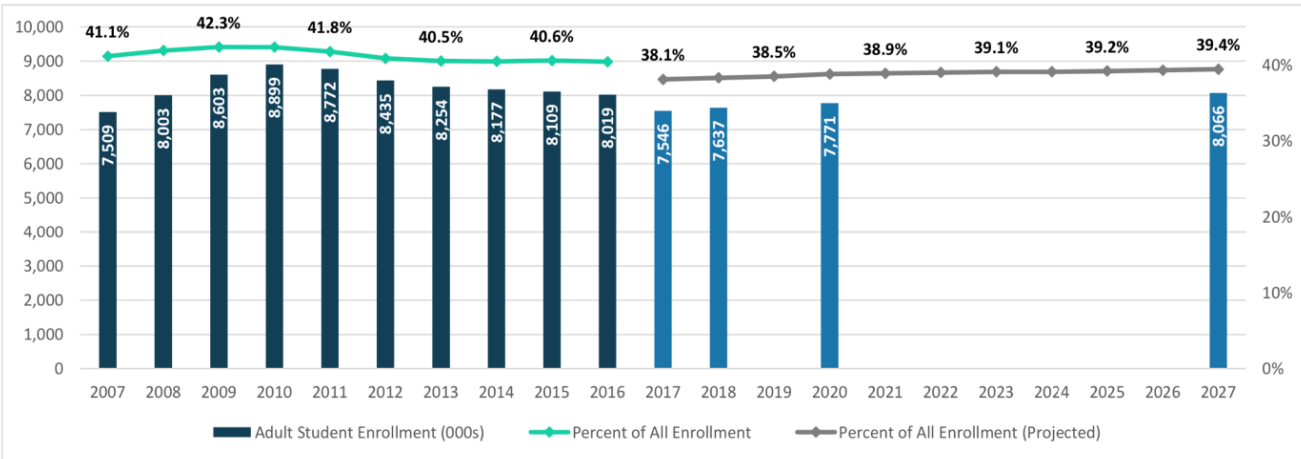
Some adult learners within the CT community have attended some college and have never completed their degree. These adults are unable to move forward on a career path that requires a college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. A BGS would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

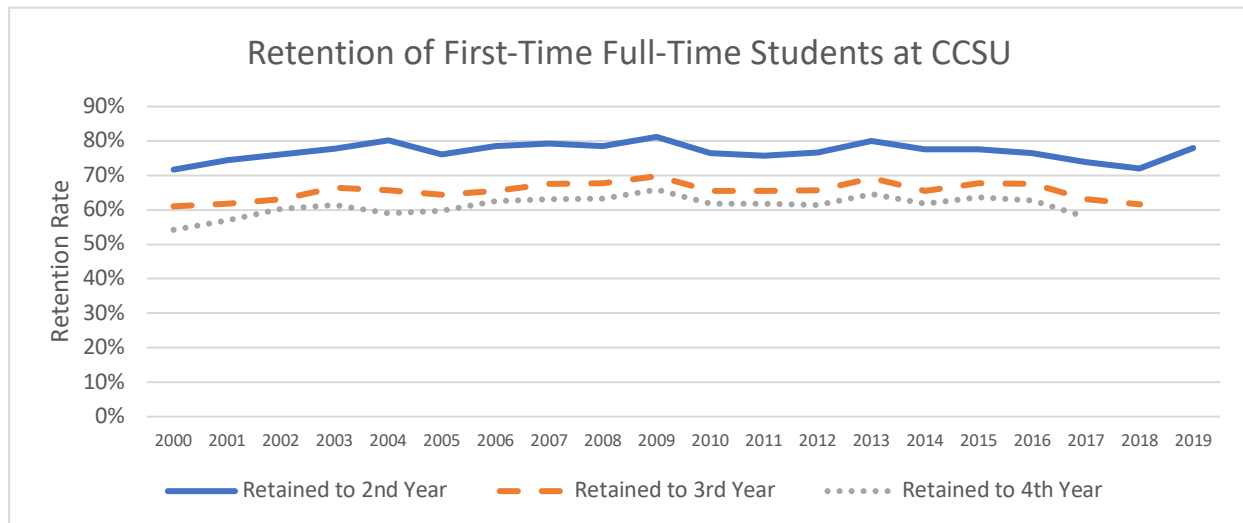
### APPLICATION FOR NEW PROGRAM APPROVAL

While overall enrollments in baccalaureate education are expected to decline, adult learners are expected to increase. Indeed, the National Center for Education Statistics predicts that enrollment among adult students will increase by over 500,000 students by 2027, amounting to an average increase of 0.7% per year:



Additionally, we have students who begin their journey at CCSU with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest, but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Our retention data indicate that we lose on average 11% of our first-time full-time students between their second and third year, in part because students are getting stalled within a traditional program.

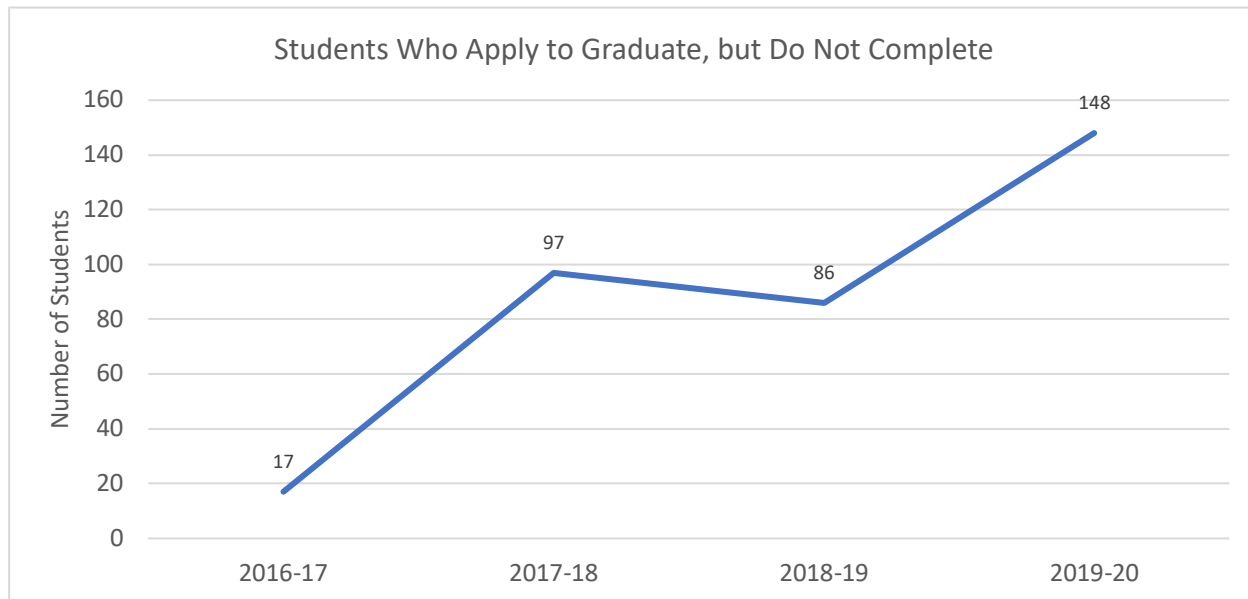


## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

Further, CCSU has students who apply for graduation but then do not complete requirements and leave the university. These numbers are increasing:



These students have likely accumulated debt for an education they never completed. There is little doubt that these students would benefit from having the option of a BGS.

The BGS, by its nature, would be more interdisciplinary than the traditional majors CCSU offers. For example, we have specific science majors, yet a student who has a general interest in science or who might find themselves stalled in a particular scientific discipline might want to pursue a BGS with a theme in STEM instead. With a BGS, a student could build on the credits they have already earned and pursue a path aligned with their career plans and interests. Further, students could benefit from interacting with more faculty across disciplines.

- 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?

Based on our central location in the state, we believe we could address the needs of members of the community in the Hartford, New Britain, and even Waterbury region.

The BGS draws entirely on existing curriculum, faculty, and facilities.

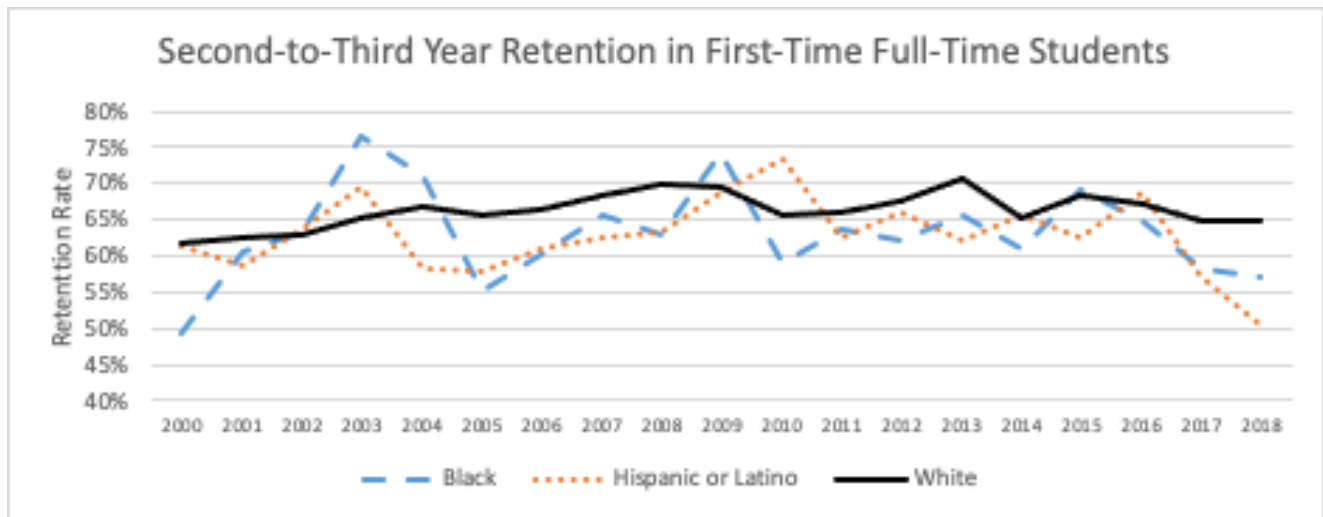
## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

- 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?

Implementing the BGS in and of itself is an act of equity. Based on our retention data, students from underrepresented and marginalized backgrounds appear to be particularly vulnerable between their second and third year:



In the past 20 years, Black and/or Hispanic students were often not retained to equal or greater degrees than White students. The cumulative gap is approximately 3% and has widened since 2016.

Additionally, the advising structure for the BGS will ensure that students do not fall through the cracks. They will speak first with the Director of the BGS to confirm it is the right option for them, then speak to the appropriate Associate Dean (based on their interests and credits), and then receive a faculty advisor to work with to complete their program.

- 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)*

Existing TAPs align with the BGS. The BGS maximizes transferability of previous coursework.

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

ESCU has a successful Bachelor of General Studies program, having produced approximately 110 conferrals on average over the past 5 years. SCSU's General Studies program operates as a Bachelor of Arts under the CIP code 24.0101 (Liberal Arts and Sciences/Liberal Studies). It is similar to our proposed BGS in that studies pursue a theme such as Social Sciences or STEM that connects to a career path.

We believe that considering our location in the state, we could offer this program to many adults in the larger community who seek the opportunity to complete their baccalaureate studies, particularly to students who have already earned credits at CCSU. As such, we are avoiding unnecessary duplication and fulfilling a relatively localized need.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

#### Cost Effectiveness and Availability of Adequate Resources

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

The BGS capitalizes on already existing courses and instructional resources. Any additional instructional costs will scale directly with enrollment. All facilities, technology, and library resources are already in place. Academic support services are also largely in place, although additional support for advisor training and program direction is needed to maximize success in the program. The primary expense will be program coordination.

Assuming that enrollment targets are met, no new resources are required to implement or sustain this program.

<sup>i</sup>Because students cannot enroll in the BGS unless they have at least 60 credits (12 of which need to be earned at CCSU), projected enrollments do not include newly matriculated first-time students. Further, graduation is accounted for within cohorts.

<sup>ii</sup>Tuition revenues are based on AY 2020 in-state undergraduate rates and include tuition per semester (\$3,081) plus the University General Fee less accident insurance and parking (\$1,983). We assume that PT students will take 7 credits per semester, which would result in \$4,027 of revenue (\$567 per credit; \$257 tuition, \$310 General Fee per credit). No tuition increases are assumed.

<sup>iii</sup>A program coordinator from the full-time faculty will receive up to three credits of reassigned time per Fall and Spring semester for managing the program. For full-time faculty, 75% of salary and fringe (73.28%) is assumed for credit load activities. Based on the coordinator's salary and fringe, the cost per credit is estimated to be \$5,415. Thus, 6 credits over an academic term would cost \$32,490.

<sup>iv</sup>The BGS curriculum is dispersed across multiple disciplines. Consequently, marginal increases in instructional costs are unlikely. Nevertheless, out of an abundance of caution, we include estimates for 3 full-time instructional credits (at 75% of salary and fringe) and 3 part-time instructional credits (Lecturer C rate of \$1,833 per credit with 35% fringe) across each semester starting in Year II of the program.

<sup>v</sup>We anticipate the following marginal increases in marketing costs: \$5,000 in Year 1, and \$4,000 in Years 2 and 3. For the first year, the Provost's Office will support these costs. In subsequent years, we will seek support for these costs through the university's typical budget request process if the costs can no longer be supported by the Provost's Office. We also expect up to \$15,000 of marginal compensation expenses in the first year of implementation. The faculty program director could receive up to the equivalent of three load credits this summer to support development of the program's infrastructure. Further, a subset of full-time faculty who have been identified to serve as faculty advisors would receive training over the summer. These marginal expenses will be funded by the operating budget within the Provost Office.

#### 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.*

Our projected enrollments are based on conservative estimates of our retention data from second to third year and the number of students who apply for graduation but do not complete (as reported above).



# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

Our enrollment estimates also align with conferral rates for institutions that offer a similar degree with the proposed CIP code (24.0102):

	2014-15	2015-16	2016-17	2017-18	2018-19
Albertus Magnus College	4	4	9	12	9
Charter Oak State College*	424	420	314	278	249
Eastern CT State University	113	110	111	107	118
Fairfield University	10	14	8	10	5
Sacred Heart University	26	28	15	23	20
Southern CT State University*	232	219	145	44	25
University of Bridgeport	72	69	65	66	54
University of Connecticut	262	186	148	132	136
University of Hartford	24	14	29	22	26

\*Charter Oak and Southern's programs are not under the 24.0102 CIP, but conceptually they are similar to the proposed BGS.

Although UConn, Southern, and Charter Oak have reported declines in conferrals, ESCU has reported consistently high conferrals. We expect enrollment growth in our BGS because we will initially tap into continuing CCSU students as well as inactive students who have completed some but not all of their degree at CCSU and who would qualify for graduation with a BGS. Further, if we continue to offer more online courses, we could attract additional adult learners.

We intend to send an e-mail and a physical mailer about the BGS to students who have "paused" their education at CCSU and have not requested transcripts which signal an intention to transfer.

CCSU's Office of Recruitment and Admissions will recruit students in several meaningful ways. CCSU will target transfer students by visiting community colleges and engaging via email and direct mail with community college graduates. CCSU will advertise the General Studies program through the Google network as well as social media and will promote the program through other channels like billboards, radio, and print advertisements.

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

Advising is a key to success in the BGS. Professional advisors and a subset of faculty advisors will receive professional development over Summer 2021 to ensure knowledge of the curriculum and requirements for admission. Further, Dean's Office staff will receive professional development to support initial advising for students interested in the BGS and for students who are on academic probation.

Once admitted to the BGS program, the Director of the BGS serves as an additional point of contact for students. The Director will connect students with supports as appropriate.

Institutionally, we also offer multiple supports designed to advance retention and completion. In addition to tutoring, The Learning Center offers academic coaching to support students in all disciplines. Success Central is a peer mentoring program that students can voluntarily access and develop a support network with matched peer mentors. Using our Early Alert system, faculty can connect students who are struggling with appropriate academic and wellness supports. Our Early Opportunity Program (EOP) helps prepare conditionally admitted students over the summer for full-time college-level academic work in the Fall. The program follows its students throughout their time at Central requesting academic progress

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

reports from faculty and providing support services. EOP could prove instrumental in drawing back students who have paused their education.

#### 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. Students who graduate with a BGS will be able to think critically and state clearly and describe comprehensively an issue or problem. They will be able to provide evidence and state a clear position as well as provide evidence to support an issue or problem.
2. Students who graduate with a BGS will be able to provide written communication that demonstrates a context and purpose for their writing. They will be able to provide context, support and evidence for their arguments.
3. Students who graduate with a BGS will be able to demonstrate competence in information literacy. They will be able to access needed information, evaluate the sources and information, and use the information effectively to accomplish a specific purpose.

**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)*

A full-time faculty member will receive up to three reassigned time credits per semester to direct the program (.25 FTE). The projected cost is \$18,411 per semester, or \$36,822 annually. We assumed a salary of \$100,000 with 73.28% fringe. We also assumed that 85% of the salary + fringe would be attributable to load credit. Thus, the cost per load credit would be \$6,137.

This faculty member will be identified by the end of the Spring 2021 semester.

In accordance with article 10.12.1 of the CBA, compensation may occur over intersession and Summer session as needed. We anticipate up to 3 load credits being assigned over Summer 2021. At the Associate Professor level, one load credit is \$2,086 in salary. We apply a 35% fringe rate to summer. Thus, the per credit cost would be \$2,816 for a total of \$8,448. This work will be funded through the operating budget of the Provost's Office.

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

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

None.

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

n/a

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

~30%

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

The large majority of adjunct faculty will have earned at least a Master's level or equivalent degree. In some cases, instructors with specialized skills (e.g., dance, criminal investigation) may not have master-level degrees.

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

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

The BGS curriculum is comprised of existing courses. No special equipment, technology, or library resources are required to implement or sustain this program.

During Summer 2021, we anticipate that a subset of full-time faculty will be identified as advisors to support BGS students. These faculty will require some training and will be compensated in accordance with article 10.12.1 of the CBA. The funding source will be the operating budget within the Provost's Office.

(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. # <sup>1</sup>	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>			<b>0</b>	<b>Other Related/Special Requirements*</b>		<b>0</b>
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
				30 credits from a variety of disciplines currently offered at CCSU	1-3	30
				Note: At least 15 credits must be at or above the 300 Level		
<b>Total Other Credits Required to Issue Credential</b> (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						<b>90</b>

**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.

All students who graduate with a BGS will:

- Choose one theme either from the following list or will create a theme in coordination with a faculty advisor;
  - Social and Behavioral Sciences (Ammon College of Liberal Arts and Social Sciences)
  - Arts and Humanities (Ammon College of Liberal Arts and Social Sciences)
  - STEM (School of Engineering, Science, and Technology)
  - People and Industry (School of Business)
  - Professional Studies (School of Education and Professional Studies)
- Complete 15 credits in 300-400 level classes within the theme.
- Complete at least 30 credits in residency at CCSU.
- Complete CCSU's general education program.

Students must meet all academic requirements of the University, as well as all course requirements, including prerequisites and have a cumulative grade-point average of at least 2.00 to graduate.

<sup>1</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *APPLICATION FOR NEW PROGRAM APPROVAL*

Students must have accumulated 60 credits or more and have completed the equivalent of one semester, full-time, before they can apply for admission to the BGS program.

Student will speak first with the Director of the BGS to confirm it is the right option for them and submit their application. Then they will speak to the appropriate Associate Dean (based on their interests and credits), and then receive a faculty advisor who will help them plan their program.

Students may elect to complete a minor, but a minor is not required.

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

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

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

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

All full-time faculty at CCSU could potentially teach within this program.

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

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

PROJECTED Enrollment <sup>1</sup>	2021-22						2022-23						2023-24					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	5	2	2	1	0	0	10	2	3	1	0	0	10	2	3	1	0	0
New Students (first time matriculating)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Continuing Students progressing to credential	0	0	5	2	0	0	6	3	15	5	0	0	10	5	20	6	0	0
Headcount Enrollment	5	2	7	3	0	0	16	5	18	6	0	0	20	7	23	7	0	0
<b>Total Estimated FTE per Year<sup>1</sup></b>	13.7						37.7						47.7					
PROJECTED Program Revenue	2021-22						2022-23						2023-24					
	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 <sup>2ii</sup>	\$0	\$0	\$25,283	\$8,054	\$0	\$0	\$30,381	\$12,081	\$75,848	\$20,135	\$0	\$0	\$50,635	\$20,135	101,130	\$24,164	\$0	\$0
Tuition from Internal Transfer <sup>2</sup>	\$25,318	\$8,054	\$10,113	\$4,027	\$0	\$0	\$50,635	\$8,054	\$15,170	\$4,027	\$0	\$0	\$50,635	\$8,054	\$15,170	\$4,027	\$0	\$0
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
<b>Total Annual Program Revenue</b>	<b>\$80,848</b>						<b>\$216,330</b>						<b>\$273,948</b>					
PROJECTED Program Expenditures <sup>3</sup>	2021-22						2022-23						2023-24					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
Administration (Chair or Coordinator) <sup>4iii</sup>	\$32,490		\$32,490		\$32,490													
Faculty (Full-time, total for program) <sup>4iv</sup>	\$0		\$32,490		\$32,490													
Faculty (Part-time, total for program) <sup>4iv</sup>	\$0		\$22,546		\$22,546													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5v</sup>	\$20,000		\$4,000		\$4,000													
Estimated Indirect Costs <sup>6</sup>																		
<b>Total Expenditures per Year</b>	<b>\$52,490</b>		<b>\$91,526</b>		<b>\$91,526</b>													

**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 = 15 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.

**Central Connecticut State University**  
**Charter Oak State College**

This Agreement, hereinafter called “Agreement,” is made by and between Central Connecticut State University, hereinafter called “CCSU,” and the Charter Oak State College, hereinafter called “Charter Oak”, to clearly identify the roles and responsibilities of each party as they relate to the coordinated efforts to support the articulated collaborative between the two institutions known as “Bachelor’s of General Studies” or “BGS”.

**I. PURPOSE, SCOPE, AND PARTNERSHIP GOALS**

1. CCSU wishes to offer a Bachelor’s of General Studies to help bring back students who have stopped out to complete their degree.
2. CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years will be contacted (phone, email, text) to see if they would be interested in expediting their path toward degree completion by obtaining a Bachelor’s in General Studies.
3. The goal is to create a scenario that is a win-win for CCSU and Charter Oak, but ultimately for the students. The focus is to obtain more completers from those students who are close to graduation (defined as 75 credits or more completed).

**II. CCSU RESPONSIBILITIES UNDER THIS AGREEMENT**

CCSU shall:

1. Develop a system to identify and re-admit students who would like to complete their degree on-ground.
2. Determine if students have significant work or life experience and refer to Charter Oak to examine and award PLA credits, as appropriate to help complete their degree.
3. Determine pre-approval process to ensure credits completed at Charter Oak would be transferred back to CCSU and applied to the degree.
4. Provide a dedicated program liaison to coordinate the Bachelor’s of General Studies.
5. Provide a dedicated academic advisor to participating CCSU students.

**III. CHARTER OAK’S RESPONSIBILITIES UNDER THIS AGREEMENT**

Charter Oak shall:

1. Develop an application to admit students who would like to complete their degree online.
2. Waive applications fees for the CCSU Bachelor’s of General Studies initiative.
3. Develop criteria to identify students as either a visiting student (who are taking online classes to transfer back to CCSU) or as part of Charter Oak’s General Studies degree based on credits completed at the time of outreach and if completing degree on-ground or online.

4. Determine if students participating in the BGS program for both CCSU and Charter Oak have significant work or life experience and if the experience can be used for PLA credits to help complete their degree.
5. Provide a dedicated program liaison to coordinate the Bachelor's of General Studies.
6. Provide a dedicated academic advisor to participating students.

#### **IV. MUTUAL RESPONSIBILITIES UNDER THIS AGREEMENT:**

The parties shall collaborate to:

1. Create an objective selection process to identify and retain students for participation in the Bachelor's of General Studies.
2. Identify CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years.
3. Coordinate outreach efforts to contact eligible students to see if they would be interested in expediting their path to completion by obtaining a Bachelor's in General Studies.
4. Develop an application and admission process for students who want to complete their degree both on-ground and online so that they may attend both CCSU and Charter Oak. Charter Oak will waive the application fee and allow students to attend as visiting students. CCSU will grant the student a CCSU General Studies Degree upon completion.
5. Create a yearly summary to be distributed to CCSU, Charter Oak, and the BOR.



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Academic Program / Low Completer Review Process**

**September 23, 2021**

- WHEREAS,** Academic Program Review policy requires “all academic programs to undergo a comprehensive review” and states that “at a minimum, each degree and certificate granting program is subject to review at least once every seven years,” and
- WHEREAS,** Included in this periodic review is a requirement to report separately on Low Completer programs as determined by thresholds set in the Academic Program / Low Completer Review Process, and
- WHEREAS,** The Academic Program / Low Completer Review Process has been revised to accurately reflect current practice, be it
- RESOLVED:** That the Board of Regents for Higher Education adopts the attached, revised Academic Program / Low Completer Review Process document, and be it further
- RESOLVED:** This approval of the revised Academic Program / Low Completer Review Process rescinds all prior System and Board of Regents Academic Program / Low Completer Review Process documents.

A True Copy:

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

**ITEM**

Adoption of a revised Academic Program / Low Completer Review Process

**BACKGROUND**

The Academic Program / Low Completer Review Process was approved by the Board of Regents on October 22, 2018. The process was revised to reflect current practice, namely the annual submission of a dedicated Low Completer form – APR (Academic Program Review) Form 2 (Low Completer) by each institution following the submission of the annual APR report – APR Form 2. The System Office of the Provost will aggregate these institution reports into a single Low Completers report to the Academic and Student Affairs Committee to the Board of Regents.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the proposed revisions to the Academic Program / Low Completer Review Process.

09/10/2021 – BOR Academic & Student Affairs Committee

09/23/2021 – Board of Regents

# **Connecticut Board of Regents for Higher Education**

## **Academic Program/Low Completer Review Process**

### **Proposal**

Amend Academic Program Review Policy

### **History**

The Board of Regents established the Academic Program Review Policy on August 21, 2014 declaring academic program review to be integral to academic planning and assessment efforts at the institutional level. The Board considers APR to be a means of ensuring continuous quality improvement of academic programs and an informative instrument to facilitate dialogue among the Regents, System administrators and institutional administrators. Key elements of such discussions include reflections on educational practices and the review of academic programs within the totality of academic offerings at the institutional level.

### **Purpose**

State statutes empower the Board of Regents (BOR) to grant accreditations to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher educational credentials (Connecticut General Statutes, Sections 10a-143, 10a-87 and 10a-72). Degrees are conferred by the BOR in their capacity as the board of trustees of the specific constituent unit.

Among the BOR's responsibilities is assuring the public about the educational quality and effectiveness of the credential-granting institutions it governs. NECHE standard 3.15, however, notes, "The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs..." Therefore, when the BOR questions the efficacy of a program the faculty and academic dean/provost at that institution shall be encouraged to offer data and documentation supporting the retention of the program if they believe maintaining the program is in the best interests of their students and their community.

The BOR's Academic Program Review (APR) Policy is its chief instrument for quality assurance - the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning. In determining program viability, the BOR relies heavily upon the CSCU institutions to employ APR as a tool for quality control. Within that control is a forthright self-study, which specifically includes an examination of the degree to which an academic program actually confers the credential(s) for which it was established.

This policy amendment is enacted to facilitate a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period – see Definition below. 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.

## Definition

An academic program is to be examined as a **Low Completer** if it has, at the point of its periodic reporting to the BOR, a three-year average fewer than the following number of credentials conferred:

<u>Credential</u>	<u>Productivity Level</u>
Undergraduate Certificate	12 (avg. 4 per year)
Associate Degree	24 (avg. 8 per year)
Bachelor's Degree / Post-Bachelor's / Graduate Certificate	30 (avg. 10 per year)
Masters' Degree / Post-Masters	15 (avg. 5 per year)
Doctoral	3 (avg. 1 per year)

In the interest of uniformity, all programs at all institutions will be subject to these guidelines. This includes programs granted some type of maintenance provision (temporary, conditional or unconditional) in the most recent review.

## Preliminary Screening

The System's Office of Research & System Effectiveness (ORSE) will provide each CSCU institution with a roster of academic programs that appear to meet the **Low Completer** definition. ORSE will compile data from the federal Integrated Postsecondary Education Data System (IPEDS) reporting for the 2014-15, 2015-16 and 2016-17 academic years. Hence, the institutions will be afforded the opportunity to *examine programs that meet the low completer designation*, adding completions data for the 2017-18 academic year. Consequently, the institutions must decide upon a course of action outlined below in the Process.

Recommendations resulting from the preliminary screening are to be presented to the Board of Regents for its consideration via the System Office of the Provost and Senior Vice President for Academic and Student Affairs.

## Subsequent Years

In subsequent years, the examination of **Low Completer** programs becomes an element of the annual academic program review process. The APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven years." An APR formal report, per the CSCU institution's format/structure, is due to the institution's chief academic officer or his/her designee by June of the program's reporting year. The institution's synopsis, APR Form 2, of all the formal reports submitted that reporting year is due to the System Office of the

Provost in August. The System Office of the Provost will compile these submissions into a single report to the Academic and Student Affairs Committee to the Board of Regents at its September meeting. APR Form 2 (Low Completer) provides information regarding which academic programs meet the **Low Completer** definition and identifies one of the four recommended actions stipulated below. This completed form is due to the System Office of the Provost in November. The System Office of the Provost will compile these submissions into a single report to the Academic and Student Affairs Committee to the Board of Regents at its December meeting.

## Process

The reporting academic program deemed a **Low Completer** in consultation with the institution's chief academic officer must recommend one of the following actions to the BOR at designated periods of time:

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

### Termination

Community College and Charter Oak State College program officials, with the explicit approval of the institution, submits an *Application for Discontinuation of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy. State University officials shall follow the process set forth in the CSU-AAUP BOR Collective Bargaining Agreement.<sup>1</sup>

### Suspension

Program officials, with the explicit approval of the institution, submits an *Application for Suspension of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy, as well as a projected reinstatement or termination date.

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<sup>1</sup> See Section 5.20 CSU-AAUP BOR Collective Bargaining Agreement: A department, interdisciplinary program, University-wide Curriculum Committee, the Senate or the President may initiate a recommendation for program discontinuance. If a recommendation for discontinuance originates from a source other than the Curriculum Committee or Senate, as appropriate, it shall be submitted in writing to the Curriculum Committee or Senate as appropriate. Once it has received or initiated a recommendation for program discontinuance, within sixty (60) days during the academic year, the Curriculum Committee or Senate as appropriate shall investigate the impact of such discontinuance and make its recommendations to all affected parties. Assessment of such program discontinuance proposals by all parties shall include consideration of bona fide educational needs. After reviewing the Curriculum Committee/Senate's recommendations, the President shall take appropriate action, including appropriate recommendations to the Board of Regents. If program discontinuance would result in involuntary separation of a full-time member, said discontinuance shall not occur except pursuant to the provisions of Article 17.

### Consolidation

Program officials, with the explicit approval of the institution, submits a rationale for program consolidation that address each of the following issues:

- A brief description of what the consolidation would entail and a plan for implementation, including program modality and any curricular adjustments;
- Reasons why a consolidated program would succeed as compared to previous arrangements;
- Anticipated fiscal impact and opportunities for reinvestment, with consolidation;
- All relevant issues identified in the program's formal APR report

### Continuation

Program officials, with the explicit approval of the institution, submits an—A. Improvement Plan B. Zero Fiscal-Impact Statement; or C. A rationale for program continuation that addresses contributions of the Program to Students, the Community, and/or the Institution.

- A. An Improvement Plan to increase program completions should address each of the following applicable issues in the order presented:
  - 1. Brief description of the program, to include enrollment by year classification, faculty supporting the program by type (T/TT, FT, PT, adjunct, other), space/facilities, and administrative support;
  - 2. Projected enrollees and completers for the next five years with justification for such projections.
- B. The program is deemed to have a zero fiscal impact it was to be either continued or terminated; and the following issues are addressed:
  - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years;
  - 2. Any curricular elements required for the certificate but not for the degree, and their faculty inputs;
  - 3. Projected program enrollees and completers for the degree program, for the next three years with justification for such projections; and
  - 4. Projected total revenue and total expenditures for the degree program, for the next three years.
- C. A description of the contributions of the program to students, the community, and/or the institution should address each of the applicable items in the order presented:
  - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years (this need not be repeated, if the rationale for continuation includes A or B above);
  - 2. Contribution to economic development (and/or workforce) of the state;
  - 3. Uniqueness or relevance of the program to the region or area;

4. Institutional need to maintain this program to support other programs, contributions of program faculty to General Education, or to maintain accreditation. Measures of productivity of program faculty (i.e. number of student credit hours taught by faculty affiliated with the program or academic discipline) can be included;
5. Documented costs of revenue loss anticipated with elimination (e.g., recent major investments, external funding support, tuition, etc.);
6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study);
7. Passage rate of completers on licensure/certification exams or measures;
8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates;
9. Measures of program productivity other than numbers of graduates (grants, publications or other); and
10. In the case where program duplication exists (other programs in the statewide inventory within the same CIP code and level), evidence to warrant the continuation of the degree program when similar programs are available within the state. Plans for collaboration or sharing resources with other programs or new delivery mechanisms may be included as applicable.

After the institution presents and submits its report and recommendation, the BOR will either (a) accept the report or (b) request further information from the institution and program. If the BOR requests information, with respect to existing faculty contracts, it will review the information. Upon completion of its review, the BOR will vote to either (a) terminate, (b) suspend, (c) consolidate or, (d) continue the program.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

New Center

September 23, 2021

- WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and
- WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSU Centers and Institutes, and
- WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and
- WHEREAS Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it
- RESOLVED: That the Board of Regents for Higher Education establishes the Center for Teaching and Learning at Southern Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

A True Copy:

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



**ITEM**

Center for Teaching and Learning at Southern Connecticut State University

**BACKGROUND**

The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. SCSU acknowledges a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievements in CT today.

The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

SCSU is proposing a Center that combines recent strategic hiring and programmatic initiatives in the College of Education, with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. This proposal builds on the programmatic elements of SCSU departments through translational research that impacts school districts and broader educational systems across the state of Connecticut as it relates to systemic reform of early childhood, preK-12 educator preparation, special education, autism research and early intervention, literacy, applied behavior analysis and policy work.

The work of the proposed center encompasses a diverse corpus of research and professional development currently conducted by SCSU faculty (see Appendix A). By way of its organization and function, the Center holds the promise of extending and diversifying these efforts to comprehensively address demonstrated needs within the larger educational community in CT and beyond. In partnership with educational leaders and representatives from industry throughout the state, members of the Center will work collaboratively to identify gaps in training and skill development within the workforce and devise unique pathways for skill development that will augment graduates' employability.

**GOALS AND OBJECTIVES**

The goals of the Center are structured under four main pillars of work.

- Pillar 1. To Improve Teaching and Learning
- Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching
- Pillar 3. To Develop Multidisciplinary Communities of Educators
- Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives

It is expected that these efforts, in association with others within the Center, will give rise to additional opportunities for the development and growth of cross-disciplinary training, professional development, research, and service to internal and external communities. These aforementioned exemplars demonstrate SCSU's capacity for leveraging currently siloed internal resources for a more integrative, unified benefit within the Center structure. Such efforts are interdisciplinary in nature and working together will create economies of scale.

### **FACULTY AND STAFF INVOLVEMENT**

The Center will be led by an executive director in consultation with an internal executive steering committee and an external advisory board and will report to the Dean of Education. The internal steering committee will be representative of faculty and staff from the College of Education (4 members), the College of Arts and Sciences (4 members), the College of Health and Human Services (3 members) and the School of Business (1 member). The Center's external advisory board will be a unique mixture of local, regional, national and international experts in their respective fields who work closely with the SCSU faculty and associates. SCSU aims to bring the two groups together for an annual retreat.

### **BUDGET**

#### **Part 1. Seed funding to establish Center**

1. Reassigned time for faculty
2. Graduate assistantship from the Dean of Education central funds
3. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
4. Seed funding over years 1 and 2 from Dean's discretionary account from ongoing fundraising plus specific campaign
5. Incorporate existing central operational funds of Office of Faculty Development and Center for Educational and Assistive Technology
6. Shea Endowment to support student assistantships (\$2.5m endowment yields approximately \$100K per year)

#### **Part 2. External funding**

1. Fee for service
  - a. from municipalities (e.g. school districts)
  - b. from continuing education projects (e.g. college and career readiness, international conferences)
2. State contracts (e.g. CSDE)
3. Federal research grants (e.g. Noyce)
  - a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative (\$1.5m over 5 years)

#### **Part 3. Philanthropic donations**

Ongoing fundraising will assist in providing continuing support for core Center activities and students to engage in internship. The Dean of Education will offer startup funds of \$50K and aim to support five student research internships of \$5K through the Day of Caring and other campaigns for year 1 and 2 totaling \$150K.

**RECOMMENDATION**

It is the recommendation of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents approve this center.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### *Proposal to Establish: Center for Teaching and Learning at SCSU*

#### INTRODUCTION

The format for the *Proposal to Establish a CSCU Center or Institute* is based upon the Policy Statement and Policy Guidelines for The Establishment of Centers and Institutes, which the initiator(s) should become familiar with and utilize as a guide. Submission of the *Proposal* to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of a *Proposal* to the Board's Academic and Student Affairs Committee that decides upon the establishment of centers/institutes.

**NOTE:** The Microsoft Word table text boxes below are automatically expandable.

#### PROPOSED NEW PROGRAM

**CSCU Institution: Southern Connecticut State University**

**Title of Proposed Center or Institute: Center for Teaching and Learning**

**Primary Foci:**

The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, and national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

**Institutional Unit(s):** SCSU College of Education

**Initiator(s)/Faculty Status and/or Position:**

Stephen J. Hegedus, PhD. Dean, College of Education, SCSU

Kari A. Sassu, PhD. Professor, Counseling and School Psychology, SCSU

#### NEED

**Directions:** Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need.

**NOTE:** Both the need and the action plan must be substantiated by reputable research.

The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. We acknowledge a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievement in CT today. We have begun to address this need at SCSU with the educator preparation programs having graduated approximately 300 students

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per year in undergraduate and graduate programs (initial and advanced certification programs) in the past 5 years including high completion rates and high employment rates (80-100% in their first year depending on subject area).

There is still much work to be done in addition to our academic programming. Hence, we are proposing a Center that combines recent strategic hiring and programmatic initiatives in the College of Education with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. This proposal builds on the programmatic elements of our departments through translational research that impacts our school districts and broader educational systems across the state of Connecticut as it relates to systemic reform of early childhood, preK-12 educator preparation, special education, autism research and early intervention, literacy, applied behavior analysis and policy work.

The SCSU Center for Teaching and Learning will be located on the SCSU campus incorporating and reconfiguring existing offices that presently provide professional development services related to teaching, technology, and research (i.e. Office of Faculty Development and Center for Educational and Assistive Technology Resources). The new Center will broaden the scope of support we provide to our internal community by connecting with key educational partners within the region, statewide agencies, and global partners, and will meet the needs of such partners in a bidirectional manner. This will be done through the coordination of highly skilled individuals from various professions to create innovative solutions. An exemplar of such proposed work is the recent completion of the GEARUP program that used existing campus resources to work closely with hundreds of students and families in New Haven, providing a college and career readiness program over the course of 6 years. Such work has informed our own research and guided modifications to our high school-to-college pathways, including those being conducted through our Office of Early College. Similarly, future projects will espouse a transdisciplinary teaming effort that results in creative, impactful, solution-focused projects.

The work of the proposed Center encompasses a diverse corpus of research and professional development currently conducted by SCSU faculty (see Appendix A). By way of its organization and function, the Center holds the promise of extending and diversifying these efforts to comprehensively address demonstrated needs within the larger educational community in CT and beyond. In partnership with educational leaders and representatives from industry throughout the state, members of the Center will work collaboratively to identify gaps in training and skill development within the workforce and devise unique pathways for skill development that will augment graduates' employability.

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### GOALS AND OBJECTIVES

**Directions:** State the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission, and assert how the proposed entity would add value to the institution. If the goals and objective include affecting and/or actively involving the institution's students and/or some other audience, state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's Evaluation Plan.

#### Mission/Vision

To establish a research and partnership Center that focuses on the creation, advancement and critical analysis of knowledge as it relates to the science and art of teaching and learning and can be translated to support teaching *best practices* on our own campus. This will involve a group of educational researchers from the College of Education and colleagues from all other SCSU Colleges/Schools, local institutions in CT, and specific global partners. In addition, the work of the Center will focus on systemic reform initiatives, access to college initiatives, reducing the achievement gaps in CT through research and technology reform initiatives, professional development, and policy analysis as it relates to education reform.

This statement is closely aligned with the mission of the College of Education that is "committed to excellence, impact and continuous improvement" with "dedication to access for each and every learner." It is also aligned with the broader institutional mission and its commitment to social justice: "Southern is committed to academic excellence, access, social justice, and service for the public good."

#### Goals & Objectives

The goals of the Center are structured under four main pillars of work. We list these and the core objectives of each pillar that establish an infrastructure for the Center's evaluation plan.

#### **Pillar 1. To Improve Teaching and Learning**

- a. *Enhanced Teaching and Learning.* The Center will organize and host internal workshops, seminars, programs, demonstrations, and retreats for teaching faculty that will create and allow for ongoing updates in pedagogy. Faculty will be afforded structured and organic opportunities to expand their professional skill sets through their engagement in collaborative interdisciplinary projects. Such ongoing work will support the ever-changing needs of increasingly diverse learners on our college campus.
- b. *Advanced Technology.* The Center will design and implement advanced technologies in classrooms, conduct professional development and curriculum design workshops, and support the integration of assistive technologies into a wide variety of learning contexts. This would incorporate the present Center for

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(<https://inside.southernct.edu/ceat/resources>) and work cooperatively with our Office for Online Learning.

- c. *Graduate certificates/badges and Adult Education.* Working in partnership with the SCSU School of Graduate & Professional Studies, the Center will develop continuing education programs in adults returning to college, advanced educational leadership, PK-12 curriculum design, cross-cutting areas such as leadership and athletics or assistive technology, and developing systemic initiatives (e.g. addressing inequities in early childhood, and closing achievement gaps). The Center will also organize and host a Principals Academy including summer residency on these themes.
- d. *College preparedness and Preparing College.* The Center will develop programs that partner Faculty Development with high school teachers and counselors who are connected to the needs of students entering from high school. It will provide faculty development for community college instructors to prepare students for transfer to SCSU programs and to learn strategies on how to help students transition to more advanced academic work (i.e. 2+2+1). In its commitment to diversity and inclusion, the Center, building on the work of the GEARUP project, will focus on programs to support high school students from underrepresented groups. Such work would incorporate the present Office of Faculty Development. <https://inside.southernct.edu/faculty-development>
- e. *Minority Educator Initiative.* The Center will leverage the present work of the College of Education on diversity and equity in partnership with local communities and school districts to increase numbers of teachers and school leaders into our programs through specific recruitment and retention plans. Support would come through the Shea Endowment bequeathed to the College of Education (approx. \$2.5m at this time). Additional support for these initiatives will be sought from external agencies, both public and private.

#### **Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching**

- a. *Research and Development.* This will be work funded by external agencies, e.g. NSF, US Department of Education, Institute of Education Science, private foundations and other partners from outside of the university.
- b. *Evaluation, Assessment and Policy Analysis.* The Center will develop an infrastructure to support the educational research needs of faculty (e.g. statistical support), our local school districts (e.g. in assessment development), and CT agencies (e.g. policy analysis work for State Department of Education).

#### **Pillar 3. To Develop Multidisciplinary Communities of Educators**

- a. *Obama Magnet University School.* Our lab school on campus will be a key innovation site for implementing new research and innovative practices

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developed in the Center and build mutually beneficial partnerships with the faculty, staff and families of the school. The Center will also have a physical presence in the school, utilizing the SCSU Innovation space purposefully built in the middle of the University School.

- b. *Global Educational Services.* This will be in the form of offering fee-for-service work in partnership with other campus centers (e.g., Center of Excellence on Autism Spectrum Disorders, Office of International Education) to offer training or consultation services. Such work can be offered through online platforms and may be in the form of international conferences, symposia, colloquia, professional development services to support our autism center work, and think tank workshops on major issues (e.g. socio-emotional learning). This will build on recent work with the SCSU Alumni Association, develop marketplace solutions through our School of Graduate & Professional Studies, and leverage current initiatives including the work of our Autism Center at SCSU.
- c. The Center will continue to enhance educational partnerships that have bidirectional benefits for CT school districts and SCSU (e.g. Hamden Transition Academy).
- d. The Center will facilitate and nurture services within districts for recruiting, training, and fostering professional growth, with particular focus on increasing participation from members of underrepresented groups in professional educational fields as well as from academic departments.

#### **Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives**

- a. *New Applied Behavioral Analysis (ABA) Clinic.* The demand for Board Certified Behavior Analysts (BCBA®: Masters' level practitioners) has grown nationally by 800% across the last decade and is projected to increase similarly in the coming years (Behavior Analyst Certification Board, 2018). Students enrolled in the ABA programs at SCSU would have the opportunity to hone their professional skills while serving children from the local community who might not otherwise have access to ABA services. Further, the clinic has the potential to provide other training and professional development opportunities for ABA professionals and SCSU faculty/staff. The clinic would collect data and engage in research that would carefully examine both the services and training delivered.

The clinic would provide a variety of unique opportunities for students of ABA at SCSU. These experiences would provide unrivaled richness in Connecticut in the application of ABA to real-world priorities (e.g., support for young children with autism through individualized assessment and intervention, development and delivery of parent training, provision of consultative services and self-management strategies, and engagement in a variety of research and grant activities).



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- b. *Existing Literacy Clinic.* The Literacy Clinic serves to meet both the needs of education graduate students and to offer reading support programs at no cost to local children in the greater New Haven region. The Literacy Clinic on the SCSU campus enables the creation of entrepreneurial opportunities such as in-service professional development for teachers, guest speakers, webinars, and family-based literacy programming (e.g. a Saturday morning breakfast: Books and Bagels). The clinic functions as a space to enhance the teaching of graduate and undergraduate students at SCSU, and also provide tutoring and diagnostic sessions with K-12 students.
- c. *XR Initiative in Education.* One area that will bring significant change and is already impacting education is that of extended reality (XR) technology. Extended reality (XR) is an umbrella term used to describe augmented reality (AR), virtual reality (VR), and mixed reality (MR) technologies. There are organizations currently working to reshape how we imagine, design and experience education. This is being done through XR technologies which have been seen as superior mediums for facilitating social, educational, and work-related connections. We aim to engage the SCSU community with knowledge and content through immersive technology. The XR Initiative will actively work with all stakeholders who wish to experience, learn, research or use this technology in the classroom and beyond. This initiative will put forth a call to interested faculty and staff to consider how we can leverage emerging XR technologies to strengthen the quality of a SCSU education, cultivate an interdisciplinary scholarly community of practice, and enhance a network for academic research and innovation.

It is expected that these efforts, in association with others within the CTL, will give rise to additional opportunities for the development and growth of cross-disciplinary training, professional development, research, and service to internal and external communities. These aforementioned exemplars demonstrate our capacity for leveraging currently siloed internal resources for a more integrative, unified benefit within a CTL structure. Such efforts are interdisciplinary in nature and working together will create economies of scale.

It should be noted that several of these projects are in progress or development at this time. The current proposal establishes an organizational entity to focus the work and foster multidisciplinary partnerships both within SCSU and with external communities. In essence, the CTL will offer:

1. A centralized resource and support center for Southern faculty in their own pedagogical growth and in recognition of the ever-changing approaches to best practices
2. A hub to support academic programs from the high school through graduate levels

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3. A resource for current teaching professionals and educators by offering badges or professional development certificates
4. A training resource to the community, such as providing short-term and on-going training opportunities to other education-related professionals and community members
5. An outlet for delivery and supervision of educational services, such as through contracts with school districts, private organizations and other entities.
6. A university-based research center engaging faculty and students in independent research and as a research partner for other academic, public, and private organizations.

Such work would add value to the SCSU institutional mission by creating a dedicated entity on our campus that houses educational research and innovation initiatives and is committed to measuring their impact on all stakeholders involved whether it is a local school district, a faculty led professional development workshop, a statewide taskforce, or an international conference or partnership.

SCSU students are essential to the operation of the Center with research assistantships available for students to engage in research and development under the mentorship of faculty or partnering associates. Both undergraduate and graduate students representing a variety of disciplines would be encouraged to participate in the work of the Center, including graduate students and alumni who concurrently serve as professional educators. The research, training, and projects of the CTL will offer authentic learning experiences for interns, enhancing their studies and professional practices.

#### **ADMINISTRATION, FACULTY AND STAFF**

**Directions:** *Present: (1) the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.*

The Center will be led by an executive director in consultation with an internal executive steering committee and an external advisory board and will report to the Dean of Education. The internal steering committee will be representative of faculty and staff from the College of Education (4 members), the College of Arts and Sciences (4 members), the College of Health and Human Services (3 members) and the School of Business (1 member). The Center's external advisory board will be a unique mixture of local, regional, national and international experts in their respective fields who work closely with the SCSU faculty and associates. We aim to bring the two groups together for an annual retreat.

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The following members of the Taskforce that contributed to the concept paper will be initially involved in the operations of the Center. Some already have funded projects that will be situated within the Center.

Dr. Beena Achhpal, Professor, Curriculum and Learning  
Dr. Laura Bower-Phipps, Professor, Curriculum and Learning  
Dr. Meghan Brahm, Assistant Professor, Special Education  
Dr. Denver Fowler, Associate Professor, Educational Leadership  
Dr. Norris Haynes, Professor, Educational Leadership  
Dr. Jessica Parzych, Associate Professor, Counseling and School Psychology  
Dr. Brian Real, Assistant Professor, Library and Information Science  
Dr. Kari Sassu, Professor, Counseling and School Psychology  
Dr. Carrie Ann Sherwood, Assistant Professor, Curriculum and Learning  
Dr. Lauren Tucker, Assistant Professor, Special Education  
Dr. Yan Wei, Associate Professor, Special Education  
Dr. Joan Weir, Assistant Professor, Special Education  
Dr. Olcay Yavuz, Associate Professor, Educational Leadership

#### EVALUATION PLAN

**Directions:** Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.

Our overall evaluative measures will be formative and summative as dictated by the various projects within the center subject to external expectations (e.g. funded by external federal/state agency or private foundation). More broadly, the executive director of the Center will establish an annual review report that will be process-driven to offer an external, unbiased perspective of the effectiveness and delivery of our plans over the course of the first 5 years.

The Center will provide a succinct report each year of its goals and objectives in consultation with the external advisory board and, subsequently, this will be evaluated by the Dean of Education and the SCSU Provost to assess whether such goals are being met and sustained through a sufficient income stream.

These structures will include all other projects and existing centers and their evaluative methods. For example, existing offices related to professional development, or projects supported by external federal grants, will have their own idiosyncratic evaluation plans built into their project expectations and deliverables.

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### BUDGET AND SUSTAINABILITY

**Directions:** Exhibit on Projected Budget form and explain below in narrative an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution. **NOTE:** Specify each itemized source of revenue in narrative.

#### Part 1. *Seed funding to establish Center*

- i. Reassigned time for faculty – see budget notes
- ii. Graduate assistantship from the Dean of Education central funds
- iii. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
- iv. Seed funding over years 1 and 2 from Dean’s discretionary account from ongoing fundraising plus specific campaign
- v. Incorporation of existing central operational funds of Office of Faculty Development and Center for Educational and Assistive Technology
- vi. Shea Endowment to support student assistantships (\$2.5m endowment yields approximately \$100K per year)

#### Part 2. *External funding*

- i. Fee for service
  - from municipalities (e.g. school districts)
  - from continuing education projects (e.g. college and career readiness, international conferences)
- ii. State contracts (e.g. CSDE)
- iii. Federal research grants (e.g. Noyce)
  - a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative (\$1.5m over 5 years)

#### Part 3. *Philanthropic donations*

Ongoing fundraising will assist in providing continuing support for core Center activities and for students to engage in internships. The Dean of Education will offer startup funds of \$50K and aim to support five student research internships of \$5K through the Day of Caring and other campaigns for year 1 and 2 totaling \$150K.

We are presently seeking support for a major donor to sustain basic operations.

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**Projected Budget**

(whole dollars only)

**NOTES (REVENUE)**

#1. Grant. NSF Noyce, \$1.45m over 5 years – subcontract to GCC

#2. Shea Scholarship (return on \$2.5m) = \$100K per year

#3. Dean's Discretionary Fund

#4. Day of Caring fund raising for Student internships / Major Donors

#5. Reassigned time under present CBA structure to support research reassigned time. Existing budgets for Office of Faculty Development and Center for Educational and Assistive Technology

#6. Service contracts with State (CSDE), national and international partnerships, conferences, etc.

**NOTES (EXPENDITURES)**

#1/#2. Personnel costs for Office of Faculty Development and Center for Educational and Assistive Technology. Salary and fringe benefits for a center manager in the future once the Center is self-sustaining (year 4 onwards). This would be an administrative position to support the Center Director. An inkind contribution of faculty reassigned time of 6c per semester to be Center director. This will not be a new reassigned time assignment and so is not included as a direct expenditure for the projected budget in the first 3 years.

#3. Travel to conferences, promotional events, CT and New England travel

#4/#5 Basic supplies to support marketplace solutions and on-line platform, including IT support

#6. Operational costs for Office of Faculty Development and Center for Educational and Assistive Technology

#7 Research grants

#8 Graduate Internships

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Each year follows the academic calendar and extends into the following summer:

<b>BUDGET CATEGORY</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
<b>REVENUE</b>				
1. Gift/Grant	\$176,967	\$254,901	\$261,828	\$447,336
2. Gift/Grant	\$100,000	\$100,000	\$100,000	\$100,000
3. Institutional Funds	\$25,000	\$50,000	\$10,000	5,000
4. Institutional Funds	\$5,000	\$15,000	\$25,000	\$25,000
5. Operational Funds	\$391,000	\$391,000	\$391,000	\$391,000
6. Other Revenue		\$50,000	\$75,000	\$100,000
<b>TOTAL REVENUE</b>	<b>\$697,967</b>	<b>\$860,901</b>	<b>\$862,828</b>	<b>\$1,068,336</b>
<b>EXPENDITURES</b>				
1. Personnel	\$172,000	\$172,000	\$172,000	\$252,000
2. Fringe Benefits	\$80,000	\$80,000	\$80,000	\$130,000
3. Travel	0	\$10,000	\$15,000	\$15,000
4. Equipment & Supplies	0	\$5,000	\$5,000	\$5,000
5. Contractual	0	\$1000	\$1500	\$2000
6. Other (OFD/CEAT)	\$139,000	\$139,000	\$139,000	\$139,000
7. Other (Noyce)	\$176,967	\$254,901	\$261,828	\$447,336
8. Other (Graduate Assistants)	\$19,200	\$19,200	\$19,200	\$19,200
9. Scholarships	\$100,000	\$100,000	\$100,000	\$100,000
<b>10. Total Direct Costs</b>	<b>\$687,167</b>	<b>\$781,101</b>	<b>\$793,528</b>	<b>\$1,109,536</b>
<b>11. Indirect Costs</b>				
<b>TOTAL EXPENDITURES</b>	<b>\$687,167</b>	<b>\$781,101</b>	<b>\$793,528</b>	<b>\$1,109,536</b>
<b>REVENUE minus EXPENDITURES</b>	<b>\$10,800</b>	<b>\$79,800</b>	<b>\$69,300</b>	<b>(\$41,200)</b>
<b>OPERATIONAL BALANCE</b>	<b>\$10,800</b>	<b>\$90,600</b>	<b>\$159,900</b>	<b>\$118,700</b>

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**APPENDIX A**

**CENTER OF EXCELLENCE ON AUTISM SPECTRUM DISORDERS**

Accardo, A. L., **Bean, K., Cook, B.**, Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019, September). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. Doi: 10.1007/s10803-019-04205-8

**Bean, K. Meers, K., Cook, B.**, Eren, R. (2019). Babysitting Training Guide for Families of ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

**Bean, K., Meers, K.** (2019). The need for caregiver support for families of children with ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Chawarska, K & **Volkmar F.R.** (Eds) (In press, July 2020). *Autism Spectrum Disorder in the First Years of Life: Research, Assessment and Treatment*. New York, NY: Guilford Press.

**Meers, K.** (2019). Itinerant teacher definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

**Meers, K.** (2019). Resource room definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Jackson, S. and **Volkmar, F.R.** (2019). *Diagnosis and Definition*. In Volkmar, F.R. (Ed), *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press. pp 1-24.

**Sassu, K. A.** (2020, May). *Executive function in children with autism spectrum disorders: Practical skills for improving organization and performance*. Webinar presented at the New York State Regional Centers for Autism Spectrum Disorders, Autism Virtual Conference.

**Sassu, K. A.** (2019, October). *Practical approaches to improving executive function in individuals with autism*. Presentation delivered at the Center for Autism and Related Disabilities' 19th Annual Autism Conference, Albany, NY.

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**Volkmar, F.** (Editor). (2019) *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press.

**Volkmar, F.** (Editor) (in press, September 2020). *Encyclopedia of Autism*, 2nd ed., New York: Springer Publishing.

## COUNSELING & SCHOOL OF PSYCHOLOGY

Bray, M., Winter, E., Maykel, C., **Sassu, K.**, Theodore, L., Margiano, S., Cross, K., & Levine-Schmidt, M. (2021, August). *Physical health as a foundation for wellbeing: the RICH theory of happiness*. Poster accepted for presentation at American Psychological Association Annual Convention. Virtual Convention.

**Bower-Phipps, L., Sassu, K. A.**, Bananno, S., Capiello, M., Broadbridge, C., Denicola, S. & **Hegedus, S.** (2021, April). *Developing hybrid identities: A self-study of a university/ school partnership*. Virtual presentation to be presented at the New England Educational Research Organization (NEERO) Annual Meeting, Virtual.

**Donohue, M.**, Lapan, R., **Parzych, J. L.**, & Gaesser, A. (2020, June) [Canceled due to COVID-19]. *Redefine school counselor ratios based on outcome research*. Presentation to be given at the annual conference of the American School Counselor Association (ASCA), Seattle, WA.

**Foss-Kelly, L. L.**, Question, Persuade, and Refer Suicide Prevention Gatekeepers Training, "Question, Persuade, and Refer Suicide Prevention Gatekeepers Training," First Church of Christ Congregational Old Saybrook, CT. (October 2, 2019).

**Foss-Kelly, L. L., Generali, M.** (2019). Association for Counselor Education and Supervision Annual Conference, "Alcohol and drugs in the classroom? A primary prevention tool for school counselors.," Association for Counselor Education and Supervision, Seattle, WA. (October 10, 2019).

**Ginicola, Misty M.** (2109). "Two-Spirit identities: What Indigenous culture teaches us about all Queer and Trans people," UCONN Rainbow Center, Storrs, CT. (November 21, 2019).

**Ginicola, Misty M.** (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Rainbow Counselors: Becoming competent in affirmative and celebratory counseling with Queer & Trans People," ALGBTIC. (September 27, 2019).



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**Ginicola, Misty M.** (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

**Parzych, J. L.,** Delong, V., Catucci, M., & Generali, M. (2019, November). Student success: The role and impact of comprehensive school counseling. Presentation given at the annual Connecticut Association of Boards of Education/Connecticut Association of Public School Superintendents (CABE/CAPSS) Convention, Mystic, CT.

**Parzych, J.L., Generali, M., Yavuz, O., & Trombly, C.** (2019, August). Creating effective principal-counselor relationships and improving success for all students. Workshop facilitated at the Connecticut School Administrator and Counselor Leadership Forum, Southern Connecticut state University, New Haven, CT.

**Rhoades, E.K. & Starling, N. R.** (2020). The Acculturation Model of Ethics Education. Trainers of School Psychologists (TSP) Annual Conference. Baltimore, MD, 2/18/2020.

**Sassu, K. A.,** Bellara, A.P., Levine-Schmitt, M., Winter, E. L., Nelson, K. R., Bunyea, A. M., Labbe, C.C., Volfinzon, E.S., & Bray, A.M. (in press). Sotos Syndrome. In Perfect, M., Riccio, C., & Bray, M.A. (Eds.), *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating (2nd ed.)*. Washington, D.C.: American Psychological Association.

**Sassu, K. A.,** (2020, June). Preschools and mind-body health. *Perspectives on Early Childhood Psychology and Education, Special Issue: Promoting Wellness in Preschoolers*.

**Sassu, K.A.,** Bray, M. A., Gelbar, N.W. & Kerzner, T. (2019, September). *Written emotional expression in schools: Processing psychological and emotional stress through narrative writing*. In Bray, M.A., & Maykel, C. (Eds.), *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals*. Washington, DC: American Psychological Association, Division 16 Book Series.

**Starling, N.,** Elias, E., & Coleman, M. (2019). Concentrations in school psychology: Can specialization empower the evolution of the profession. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-019-00264-x>

**Trombly, C., Yavuz, O., Generali, M., & Parzych, J. L.** (2020, May) [Canceled due to COVID-19]. *Leveraging school administrator and school counselor*

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### *Proposal to Establish: Center for Teaching and Learning at SCSU*

*collaboration to promote success for all students.* Presentation to be given at the New England Educational Research Organization (NEERO), Portsmouth, NH.

**Ginicola, Misty M.** (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

## CURRICULUM AND LEARNING

**Bower-Phipps, L.** (2020). Responding to Heteronormativity: Lesbian, Gay, Bisexual and Asexual Preservice Teachers' Dreams and Fears. *Current Issues in Education*, 21(1), pp. 1-23.

**Marn, T. M., & Wolgemuth, J. R.** (2020). Experimental critical qualitative inquiry: Disrupting methodologies, resisting subjects. *Post-Qualitative Research and Innovative Methodologies*, 35.-15.

Moss, D.M., Simmons, J., Izard, B. & **Marx, H.** (in press, 2020). Going Global in Teacher Education: Lessons Learned from Scaling Up. In L. Baeher (Ed.) *Study Abroad in Teacher Education: Transformative Learning at the Global Scale*. New York: Routledge.

Chandler-Olcott, K., Draper, R. R. Hiebert, E., Hruby, G., MacGill-Franzen, A., **McVerry, J. G.**, O'Byrne, W. I., & Serafini, F. (2020). Defining Instructional Text: Eight literacy scholars discuss framing and trade-offs. *Ubiquity: The Journal of Literature, Literacy, and the Arts*.

Sinclair, M. & **Powell, J.** (2020) Becoming Accomplices: Problematizing the Intersection of Reflection and Action Through Pre-Service Teachers' Autoethnographies as Praxis. *The International Journal of Critical Pedagogy* <http://libjournal.uncg.edu/ijcp/article/view/1608>

**Shaw, L., Marx, M., Arnold, J., & Sableski, M.** (2020). An invitation to consider the value of personal stories in cultural narrative. *Journal of Children's Literature*, 46(1), 43-48.

**Sherwood, C.A.** (2020). "The goals remain elusive": Using drawings to examine shifts in teachers' mental models before and after an NGSS professional learning experience. *Journal of Science Teacher Education*.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### *Proposal to Establish: Center for Teaching and Learning at SCSU*

**Torre, C.** (2019-20). Member of the Curriculum Development Committee for the new, State mandated, Black and African-American / Puerto Rican and Latino curriculum to be Published and offered at all Connecticut high schools beginning in the 2021 & 2022 academic years.

**Diamantis, M. & Goldberg, A.** (2019). Doing Mathematics with Language Arts and Science...Oh My!. NCTM Regional Conference, Nashville, TN. October 2019.

**Ferraro, M.** (2019). Cultivating Language and Identity Through Multiliteracy Practices: Snapshots from a Fifth-Grade Class. 24th Annual Dual Language Conference, Albuquerque, New Mexico.

**Ferraro, M.** (2020). Cultivating Connections with Bilingual Families in our Communities. Presented at Connecticut Library Association's Setting our Sights on Success Conference. Groton, CT.

**Ferraro, M.** (2020). Privileging Teachers' Voices: A Call to Action to School Leadership. TESOL International Convention and English Language Expo, Denver, CO.

**Ferraro, M.** (2020). Addressing the Shortage of Dual Language Teachers. Southern New England Regional Dual Language Learners Conference. Framingham, MA.

**Goldberg, A.** (2020). An Assessment/Feedback Activity for ec stem. National Scale TPA Implementation Conference, Austin, TX.

Wolgemuth, J. R., Eaton, P. W., **Marn, T.**, Stich, A. E., Kennedy, L. M., Moses II, M. W., Michalovich, A. & Alicea, J. A. (2020, Apr 17 - 21) Methodological Stuckness in Research Participants and Ethics [Paper Session]. AERA Annual Meeting San Francisco, CA.

**Marn, T.** (2019). Doctoral Student Mentoring Session. QR-SIG Sponsored Symposium. Annual Meeting of the American Educational Research Association (AERA). Toronto, ON

**Marx, H.**, Moss, D. (2020). Gaps in the research underpinning teacher education study abroad: Analytical review of research. Paper accepted for presentation to the Annual Meeting of the American Educational Research Association. April 2020

**Marx, H.**, Witt, A. (2020). The State of the Profession: International Field/Student Teaching Experiences in Undergraduate Teacher Preparation – Images for the Near Future. ATE Council for International Education. Atlantic City, NJ. February 2020.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *Proposal to Establish: Center for Teaching and Learning at SCSU*

Henderson, N., **Marx, H.** Gregory, B. (2020). What to do when...: Conversations we have with students. SCSU Faculty Forum. January, 2020.

**McVerry, J. G.** (2020) Basics of Lesson Planning and Instructional Design. Presentation at Feminism and Art Hackathon, Navrongo, Ghana.

**McVerry, J. G.** (2019). Opening the Syllabi in Higher Education Institute session presented at the 9th Open Education Conference Phoenix, Arizona.

**McVerry, J. G.** (2019). Virtually Connecting at #OpenEd19 Virtual session presented at the 9th Open Education Conference. Phoenix, Arizona.

Valerie, L.M., **Shaw, L.**, Perez, S., Craig, M., Gilbert, E., Truscinski, M. (2019, August). Permission, and necessity, to play with language. 18th Nordic Literacy Conference & the 21st European Conference on Literacy, Copenhagen, Denmark.

**Shaw, L.**, Craig, M., Gilbert, E., Ostrowski, S., Perez, S., & Valerie, L. (2019, July). Permission to play with language: Creating possibilities for writing. Oxford International Roundtable Symposium, Oxford, UK.

**Shaw, L.**, Marx, M., Short, K. G., Bolden, T., Lai, T., Morales, Y., Villanueva, G. D., Arnold, J., & Sableski, M. (2019, November). CLA Master Class: Personal stories as cultural narrative in children's literature, Spirited Inquiry, National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD.

**Shaw, L., Randall, R., Raynolds, L.** (2019, April). It's not one or the other: Working with teacher candidates to improve explicit reading and writing intervention with multicultural literature. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH.

**Torre, C.** (2020). Presented at the Cheshire Correctional Institution as part of their celebration of Hispanic Heritage month.

## EDUCATIONAL LEADERSHIP & POLICY STUDIES

**Gregory, J. L. & \*Mebane, K. A.** (Accepted). The role of ego threat in professional growth: Fulfilling the ethical intentions of the seed model. Educational Practice and Theory.

**Gregory, J. L.** (2019). School Leadership for Learning: Learning Theory to Improve Professional Practice. Toronto, Ontario.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

*Proposal to Establish: Center for Teaching and Learning at SCSU*

Fitzpatrick, D.& **Gregory, J. L.** (2019, November). Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

**Haynes, N. M.** (2020). "Caribbean Boy from Trinidad: In God's Hands," volume 1.

**Haynes, N. M.** (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

**Trombly, C. & Griffith, D.** (2020). Preparing principals for leadership beyond the schoolhouse. Advocacy Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community (Etheridge, E., Davis, J.M., & Winterbottom, C., editors). Hauppauge, NY: Nova Science Publishers.

**Trombly, C.** (2019). Learning theory-informed educator supervision. *Learning Theory for School Leadership* (Gregory, J., editor). Toronto, Ontario, Canada: Top Hat.

**Trombly, C.** (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

Fitzpatrick, D.& **Gregory, J. L.** (2019, November). Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

**Haynes, N. M.** (2020). Caribbean By from Trinidad: In God's Hands, volume 1.

**Haynes, N. M.** (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

**Trombly, C. & Griffith, D.** (2020). Preparing principals for leadership beyond the schoolhouse. Advocacy Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community (Etheridge, E., Davis, J.M., & Winterbottom, C., editors). Hauppauge, NY: Nova Science Publishers.

**Trombly, C.** (2019). Learning theory-informed educator supervision. *Learning Theory for School Leadership* (**Gregory, J.**, editor). Toronto, Ontario, Canada: Top Hat.

**Trombly, C.** (2019). Standards and instructional leadership. *Learning Theory for School Leadership* (**Gregory, J.**, editor). Toronto, Ontario, Canada: Top Hat.

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### *Proposal to Establish: Center for Teaching and Learning at SCSU*

**Trombly, C.** (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

## LIBRARY AND INFORMATION SCIENCE

Yang, W., Zhao, b. [Visiting scholar in 2019], **Liu, Y. Q., & Bielefield, A.** Are Ivy League Library Website Homepages Accessible? *Information Technology and Libraries*. June 2020.

Yang, W., Zhao, b. [Visiting scholar in 2019], & **Liu, Y.** impact of Subjective Norms on Assertive Impression Management Motivation. *Soft Science*. August 2020.

Falcone, M., **Real, B., and Liu, Y. Q.** "Behind the Transmitter: Differences in Archival Practices Between Non-profit and Commercial Radio Stations." *Journal of Archival Organization* (Accepted with Minor Revisions), April 7, 2020; In press, April 28, 2020.

**Real, B.** "Private Life, Public Diplomacy: Tibor Hirsch and Documentary Filmmaking for the Cold War USIA." *Historical Journal of Film, Radio, and Television*, 40, no. 2 (Spring 2020): 297-324.

**Real, B. & Bogel, G.** "Public Libraries and the Opioid Crisis, Part 1: Context and Commitment." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 248-69.

**Real, B. & Bogel, G.** "Public Libraries and the Opioid Crisis, Part 2: Community-Centered Responses." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 270-89.

**Sierpe, e.** (2019). "Confronting Librarianship and its Function in the Structure of White Supremacy and the Ethno State". *Journal of Radical Librarianship*, vol. 5, pp. 84-102.

## SPECIAL EDUCATION

**Accardo, A. L., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M.** (2019). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. 49(12), 4877-4890 DOI: 10.1007/s10803-019-04205-8

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

*Proposal to Establish: Center for Teaching and Learning at SCSU*

**Bean, K.** (2019). Reading comprehension strategies in Autism Spectrum Disorders. (2nd) In: Volkmar, F.R. (ed) Encyclopedia of Autism Spectrum Disorders. New York, NY: Springer.

Howard, E. R. & **López-Velásquez, A. M.** (2019). The challenges of recruiting and retaining dual language teachers. In DeMatthews, D. and Izquierdo, E. (Eds.), Dual Language Education: Teaching and Leading in Two Languages. New York: Springer.

**Wei, Y., Spear-Swerling, L., & Mercurio M.** (in press). One Size Doesn't Fit All: Motivational Strategies for Adolescents and Students with Disabilities. Intervention in School and Clinic.

**Spear-Swerling, L., Wei, Y., Dostoal, H., & Hernandaz, B.** (in press). The Print

Exposure of Teacher Candidates in Relation to their Achievement and Self-ratings of Early Reading Experience. Reading and Writing.

Gerzel-Short, L., Kiru, E., Hsiao, Y., Hovey, K., **Wei, Y.**, Miller, R., (2019). Engaging Culturally and Linguistically Diverse Families of Children with Disabilities. Intervention in School and Clinic. Online publication.

Hovey, K., Miller, R., Kiru, E., Gerzel-Short, L., **Wei, Y.**, Kelly, J., (2019). What's a Middle School Teacher to Do? Five Evidence-Based Practices to Support Linguistically Diverse Students with learning Disabilities. Preventing School Failure: Alternative Education for Children and Youth, 63(3), 220-226.

Wolbers, K., Dostal, H., Holton, K., **Weir, J.**, & Alsabei, A. (2019). The relationship between elementary deaf and hard of hearing students' writing performance and writing motivation. Journal of Communication Disorders, Deaf Studies, and Hearing Aids, 7(3), 1-9. <https://doi.org/10.35248/2375-4427.19.7.193>

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

*Proposal to Establish: Center for Teaching and Learning at SCSU*

SCSU College of Education Minority Educator Initiative Recruitment and Retention Plan (2021-2026)



# Center for Teaching and Learning

## Purpose

To establish an organizational entity on the SCSU campus to foster multidisciplinary partnerships that lead to the growth of educational research and innovation

### Center for Teaching and Learning

Dean, College of Education  
Executive Director, CTL  
Steering Committee, SCSU

#### CREATING INNOVATION SPACES

ABA Clinic (new)  
Literacy Clinic  
XR Initiative

#### Community Engagement

Training opportunities  
Access to services

#### State & Local Government

State Agencies,  
e.g. CSDE

#### DEVELOPING MULTIDISCIPLINARY COMMUNITIES

OBAMA Lab School  
Global Educational Services

#### CONDUCTING RESEARCH & INNOVATION

Externally Funded Research &  
Development Projects  
Evaluation, Assessment &  
Policy Analysis

#### 4 MAIN PILLARS OF WORK:

#### IMPROVING TEACHING & LEARNING

Office of Faculty Development  
Center for Assistive Technology  
Adult Education/Badges  
College Preparedness Programs  
Minority Educator Initiative

#### COMMUNITY IMPACT:

#### Faculty Growth

Training for PK-12  
School Teachers, and  
leaders

#### Industry

Student Internships

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

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> May 26, 2021	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Concentration added to the B.S. Accounting: Accelerated pathway to the Accounting MS Type of Offering (e.g. Grad Certificate) <b>Concentration</b> Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : <b>Spring 2024</b> Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50-99% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Credit Distribution of the Offering</b> # 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. 520301    Title of CIP Code Accounting		
<b>Description of Offering, Context and Justification</b> (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 B.S. Accounting to M.S. Accounting accelerated pathway is a new concentration for the B.S. Accounting (on-ground/hybrid) that enables motivated students to complete both their BS- Accounting and MS- Accounting degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of undergraduate accounting electives in the B.S.- Accounting with six (6) credits of graduate-level Accounting courses from the M.S.- Accounting.		
<b>Cost Effectiveness and Availability of Adequate Resources</b> (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 in the BS- Accounting and MS- Accounting programs and will require no new resources.		
<b>Institutional Contact for this Proposal:</b> Dr. Joseph Farhat	<b>Title:</b> Dean of the School of Business	<b>Tel.:</b> 860-832-3187 <b>e-mail:</b> Josephfarhat@ccsu.edu
<b>Institution's Unit:</b> (e.g. School of Business) and Location (e.g. main campus) Offering the Program: <b>School of Business, main campus</b>		

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

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

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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**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
<b>Core Courses</b>				<b>Other Requirements</b>		
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>						

**Other Details**

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

- 1.
- 2.
- 3.

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

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Central Connecticut State University	Date of Submission to CSCU Office of the Provost: May 26, 2021	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Concentration added to the B.S. Accounting: Accelerated pathway to the Accounting MBA Type of Offering (e.g. Grad Certificate) <b>Concentration</b> Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : <b>Spring 2024</b> Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50-99% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus Both	<b>Credit Distribution of the Offering</b> # 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. 520301    Title of CIP Code Accounting		
<b>Description of Offering, Context and Justification</b> (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 B.S. Accounting to Master of Business Administration accelerated pathway is a new concentration for the B.S. Accounting (on-ground/hybrid) that enables motivated students to complete both their B.S.-Accounting and Master of Business Administration degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of accounting electives in the B.S.- Accounting with six (6) credits of graduate-level accounting courses from the Master of Business Administration.		
<b>Cost Effectiveness and Availability of Adequate Resources</b> (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 in the BS- Accounting and Master of Business Administration programs and will require no new resources.		
<b>Institutional Contact for this Proposal:</b> Dr. Joseph Farhat	<b>Title:</b> Dean of the School of Business	<b>Tel.:</b> 860-832-3187 <b>e-mail:</b> Josephfarhat@ccsu.edu
<b>Institution's Unit:</b> (e.g. School of Business) and Location (e.g. main campus) Offering the Program: <b>School of Business, main campus</b>		

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

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

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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**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
<b>Core Courses</b>				<b>Other Requirements</b>		
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>						

**Other Details**

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

- 1.
- 2.
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> May 26, 2021	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Concentration added to the B.S. Accounting: Accelerated pathway to the MBA Type of Offering (e.g. Grad Certificate) concentration Anticipated Initiation Date: Fall 2021 Anticipated Date of First Completion (if applicable) : <b>Spring 2024</b> Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50-99% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	<b>Credit Distribution of the Offering</b> # 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. 520801    Title of CIP Code Finance, General		
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The B.S. Finance to Master of Business Administration accelerated pathway is a new concentration for the B.S. Finance (on-ground/hybrid) that enables motivated students to complete both their B.S.- Finance and Master of Business Administration degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of Finance courses in the B.S.- Finance with six (6) credits of graduate-level Finance courses from the Master of Business Administration.</p>		
<b>Cost Effectiveness and Availability of Adequate Resources</b> <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>This concentration will make use of existing instructional capacity in the BS- Finance and Master of Business Administration programs and will require no new resources.</p>		
<b>Institutional Contact for this Proposal:</b> Dr. Joseph Farhat	<b>Title:</b> Dean of the School of Business	<b>Tel.:</b> 860-832-3187 <b>e-mail:</b> Josephfarhat@ccsu.edu
<b>Institution's Unit:</b> (e.g. School of Business) and Location (e.g. main campus) Offering the Program: <b>School of Business, main campus</b>		

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

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

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*BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM*

**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
<b>Core Courses</b>				<b>Other Requirements</b>		
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>						

**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**  
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**BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> May 26, 2021
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: Healthcare Administration Certificate Type of Offering (e.g. Grad Certificate) <b>Grad Certificate</b> Anticipated Initiation Date: August 24, 2020 Anticipated Date of First Completion (if applicable) : Modality of Program: On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 40% Locality of Program: On Campus    Off Campus <input checked="" type="checkbox"/> Both	<b>Credit Distribution of the Offering</b> # Credits in General Education: 0 # Credits in Program Core Courses: 9 # Credits of Electives in Field: 3 # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 510701    Title of CIP Code Health/Health Care Administration/Management	
<b>Description of Offering, Context and Justification</b> (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>Healthcare administrators are in great demand in the New Haven area. Within the Yale-New Haven health system, healthcare administrators play very important gain skills in healthcare management or those exploring healthcare administration as a career, the School of Business would like to offer a Healthcare Administration Graduate Certificate Program. This program represents a collaboration between Business and Southern's Department of Public Health. The program will fill the gap between the demand for and supply of healthcare administrators, enhancing the quality and efficiency of our local healthcare system and community.</p> <p>The Healthcare Administration Certificate is designed to prepare effective leadership in healthcare-related organizations. The credits students earn by completing the certificate program can be applied toward MBA in Health Administration degree, should students decide to continue their education at SCSU.</p> <p>The certificate requires 12 credit hours, and is composed of 3 required and one elective graduate-level health administration courses, covering theoretical foundation, finance and informatics, leadership, and policies, laws and regulations of health care system. Upon completion of the Healthcare Administration Certificate program, students will have gained the foundational knowledge and skills necessary to administrate healthcare facilities or services. Students will be able to</p> <ul style="list-style-type: none"> <li>• Identify different aspects of the healthcare system and its development and policies.</li> <li>• Integrate into practice the theory and application of healthcare economics, financing, and budgeting.</li> <li>• Enhance their management skills and administration ability in healthcare industry.</li> <li>• Collaborate and communicate effectively and professionally with all stakeholders.</li> </ul>	

<sup>1</sup> 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

#### Curriculum

MBA 549 Health Economics and Policy

MBA 545 Health Care Finance

PCH 548 Public Health Administration

Electives (choose one)

MBA 506 Financial and Managerial Accounting

MBA 552 Strategic Management

PCH 526 Diversity Issues in Health Organization

PCH 549 Public Health Leadership

PCH 550 Strategic Planning for Public and Non-profit Organizations

NUR 540 Legal Issues in Health Care

**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 Healthcare Administration (HCA) Certificate is based on the existing MBA in Healthcare Administration concentration. All courses offered (required/electives) in the certificate program are also electives for MBA HCA concentration. The only new course is MBA 545 Health Care Finance developed by Dr. Jia Yu, from Economics Department. There are sufficient instructional personnel to cover the Certificate curriculum. The tuition of the certificate program will apply the same MBA credit hour rate. The School of Business is working with ACHE CT Chapter to build up a local on-campus student chapter. This will provide students networking and job referring opportunities with the executives and administrators in healthcare industry in CT. We have confidence that the current resources are fully accessible and adequate for us to establish this Certificate program.

**Institutional Contact for this Proposal:** Trudy Milburn

Title: AVPAA

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: School of Business, Main Campus

**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
<b>Core Courses</b>				<b>Other Requirements</b>		
MBA 549 Economics of Health Care	1		3	MBA 506 Financial and Managerial Accounting	2	3
MBA 545 Health Care Finance	2		3	MBA 552 Strategic Management	3	3
PCH 548 Public Health Administration	3		3	PCH 526 Diversity Issues in Health Organization	3	3
				PCH 549 Public Health Leadership	3	3
				PCH 550 Strategic Planning for Public & Non-public Organizations	2, 3	3
				NUR 540 Legal Issues in Health Care	1	3
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>						

## 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. Identify different aspects of the healthcare system and its development and policies.
2. Integrate into practice the theory and application of healthcare economics, financing, and budgeting.
3. Enhance students' management skills and administration ability in healthcare industry.

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**BELOW THRESHOLD INFORMATION REPORT FORM**  
**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021
Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation to 2022	
<b>Original Program Characteristics</b> CIP Code No. 090702    Title of CIP Code <i>Digital Communication</i> Name of Program: Digital Arts Technology – Audio/Video Option; Graphic/Animation Option; Multimedia Web Authoring Option Degree: Title of Award (e.g. <i>Master of Arts</i> ) Associate of Science Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 11/19/2001    OHE#: 09778 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 34 # Credits in Program Core Courses: 24-27 # Credits of Electives in the Field: 0-3 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>61</b>
<b>Modified Program Characteristics</b> Name of Program: Digital Arts Technology Degree: Title of Award (e.g. <i>Master of Arts</i> ) Associate of Science Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Fall 2021 (Accredited 03/21/2002) Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 31 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 12 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>61</b>
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: Digital Arts Technology –Audio/Video, Graphic/Animation, and Multimedia Web Authoring Options CIP: 090702    OHE#: 15375, 15376, 15377    Accreditation Date: 11/19/2001 Phase Out /Teach Out Period 2 years    Expected Date of Program Termination Spring 2023	
<b>Rationale for Modification</b>  Following a detailed program review, the decision was made to terminate the existing Digital Arts Technology "degree options" and to utilize the existing Umbrella as the singular DAT degree. Prior to this proposal, the Umbrella program had never been used; instead, we have used only the soon-to-be-terminated "degree options."  This modification is designed to streamline the DAT curriculum to better reflect current job and transfer requirements. The degree modification allows students more flexibility to respond to the diverse and dynamic field of digital arts. By terminating the limiting options and broadening electives in the general DAT degree to include existing system-wide courses in various disciplines (ART, BUS, COM, MUS, THR, etc.), students will be able to meet their desired goals.	

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Additionally, the coursework is “stackable,” allowing students to complete the Digital Arts Technology degree, and also receive a certificate in their particular area of specialization.

- There are no newly proposed classes in this degree.
- There are no changes for admission into the program.
- The graduation requirements are nearly identical to what they were previously; however, there are now five program electives (15 credits) instead of the three set option requirements and the 3-credit prerequisite to the capstone course, DAT 290, can now be one of nine courses rather than three.
- Most courses in the program have had course outcomes and descriptions updated to reflect current practices.

**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.)*

As a result of the program modification, the only obvious changes would be an increased number of enrollment in non-DAT classes, the possibility of the need to offer an additional section of the capstone course, and increased enrollment in the program as a whole. There is a good chance that the modification of the program will encourage increased enrollment due to the flexibility of bringing in courses from other areas of the college and other institutions. Depending on how much growth, an additional full-time instructor will be necessary.

**Institutional Contact for this Proposal:** Ray Leite

Title: Program Coordinator, Digital Arts Technology

Tel.: 203-575-8152      e- mail: rleite@nv.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury 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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
DAT*H101 Introduction to Digital Arts	1,2,3	Yes <sup>1</sup>	3	DAT*H215 Multi-platform Web Development	1,2,5,6	3
DAT*H104 Multimedia Authoring I	1,2,3,5	Yes <sup>2</sup>	3	DAT*H220 Acoustics and Sound Design	1,2,5,6	3
DAT*H108 Digital Imaging I	1,2,3,5	Yes <sup>2</sup>	3	DAT*H224 Digital Video Production II	1,2,5,6	3
DAT*H110 Digital Video Production I	1,2,3,4	Yes <sup>2</sup>	3	DAT*H226 Motion Graphics and Effects	1,2,5,6	3
DAT*H2** Digital Arts Course Pool <i>Note: Choose one 200-level Digital Arts course from among those listed in the "Other Related/Special Requirements" column.</i>	1,2,5,6	Yes <sup>3</sup>	3	DAT*H230 Digital Imaging II	1,2,5,6	3
				DAT*H234 3D Graphics and Animation II	1,2,5,6	3
				DAT*H236 Digital Illustration	1,2,5,6	3
				DAT*H237 Principles of Sound Recording	1,2,5,6	3
DAT*H290 Digital Arts Project	1,2,4,5,6	Yes <sup>4</sup>	3	DAT*H240 Programming for the Arts	1,2,5,6	3
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<sup>1</sup> CSA*H105 Introduction to Computer Applications or permission of instructor			3	Students choose any 4 of the Elective Courses in the Field (see list located below Learning Outcomes).		12
<sup>2</sup> DAT*H101 Introduction to Digital Arts			3			
<sup>3</sup> DAT*H104, DAT*H108, or DAT*H110 and/or			3			
<sup>3</sup> DAT*H106 Digital Design or			3			
<sup>3</sup> DAT*H218 Electronic Music Composition and Audio Technology I or			3			
<sup>3</sup> DAT*H212 3D Graphics and Animation I			3			
<sup>4</sup> DAT*H2** Digital Arts Course Pool			3			
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced) <ol style="list-style-type: none"> <li>1. Implement efficient time management and organizational practices.</li> <li>2. Effectively communicate and function both independently and as part of a team.</li> <li>3. Develop the ability to adapt and learn quickly.</li> <li>4. Utilize the phases of the project development life-cycle to assist in the design, production, editing, and completion of original projects.</li> <li>5. Synthesize and apply the processes involved in transforming a concept to a final product.</li> <li>6. Complete significant projects terminating in deliverable software/media products.</li> </ol>						

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**\*\*\* ELECTIVE CREDITS IN THE FIELD**

DAT*H102 Introduction to Photography	CSC*H101 Introduction to Computers
DAT*H106 Digital Design	CSC*H113 Programming I
DAT*H116 Interactive Media Design	CSC*H229 Programming II
DAT*H205 Multimedia Authoring II (renamed: 2D Animation)	CSC*H231 Database Design I
DAT*H212 3D Graphics and Animation I	
DAT*H215 Multimedia Web Authoring (renamed: Multi-platform Web Development)	COM*H101 Introduction to Mass Communications
DAT*H218 Electronic Music Composition and Audio Technology I	COM*H154 Film Study and Appreciation
DAT*H219 Electronic Music Composition and Audio Technology II	COM*H157 American Film
DAT*H220 Acoustics and Sound Design	COM*H172 Interpersonal Communication
DAT*H224 Digital Video II	COM*H202 Intercultural Communication
DAT*H226 Motion Graphics for Film & Video (renamed: Motion Graphics and Effects)	COM*H226 Journalism I
DAT*H230 Digital Imaging II	
DAT*H234 3D Graphics and Animation II	GRA*H150 Introduction to Graphic Design
DAT*H236 Digital Illustration	
DAT*H237 Principles of Sound Recording	DAN*H175 Kinesiology for Dancers
DAT*H240 Multimedia Authoring III (renamed: Programming for the Arts)	
	ENG*H202 Technical Writing
ART*H101 Art History I	ENG*H221 American Literature I
ART*H102 Art History II	ENG*H222 American Literature II
ART*H111 Drawing I	ENG*H231 British Literature I
ART*H121 Two Dimensional Design	ENG*H232 British Literature II
ART*H122 Three Dimensional Design	
ART*H167 Printmaking I	MUS*H101 Music History & Appreciation I
ART*H121 Two Dimensional Design	MUS*H111 Fundamentals of Music
	MUS*H115 Music Theory I (with MUS*H163 Ear Training I)
BBG*H101 Introduction to Business	
	THR*H101 Introduction to Theater
BMK*H201 Principles of Marketing	THR*H120 Stagecraft
BMK*H216 Internet Marketing	THR*H190 Theater Practicum I
	THR*H225 Directing
CSA*H105 Introduction to Software Application	THR*H223 Plays in Production II
CSA*H135 Spreadsheet Applications	THR*H290 Theater Practicum II

**Note: For ease of review, the complete curriculum is detailed below.**

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**Digital Arts Technology – Curriculum (61 credits)**

Course Number and Name	Credits
<b><u>GENERAL EDUCATION CORE (31)</u></b>	31
<b><u>PROGRAM CORE COURSES (18)</u></b>	
DAT 101 Introduction to Digital Arts	3
DAT 104 Multimedia Authoring I	3
DAT 108 Digital Imaging I	3
DAT 110 Digital Video Production I	3
DAT 290 Digital Arts Project	3
DAT 2** Digital Arts Course Pool Note: Choose <b>one</b> 200-level Digital Arts course from among those listed below.*	3
*DAT 215 Multi-platform Web Development	
*DAT 220 Acoustics and Sound Design	
*DAT 224 Digital Video Production II	
*DAT 226 Motion Graphics and Effects	
*DAT 230 Digital Imaging II	
*DAT 234 3D Graphics and Animation II	
*DAT 236 Digital Illustration	
*DAT 237 Principles of Sound Recording	
*DAT 240 Programming for the Arts	
<b><u>ELECTIVE COURSES IN THE FIELD (12)</u></b>	
Choose any 4 of the Elective Courses in the Field (see list located below).	12

**\*\*\* ELECTIVE CREDITS IN THE FIELD**

DAT\*H102 Introduction to Photography

DAT\*H106 Digital Design

DAT\*H116 Interactive Media Design

DAT\*H205 Multimedia Authoring II (renamed: 2D Animation)

DAT\*H212 3D Graphics and Animation I

DAT\*H215 Multimedia Web Authoring (renamed: Multi-

CSC\*H101 Introduction to Computers

CSC\*H113 Programming I

CSC\*H229 Programming II

CSC\*H231 Database Design I

COM\*H101 Introduction to Mass Communications

COM\*H154 Film Study and Appreciation

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platform Web Development)	COM*H157 American Film
DAT*H218 Electronic Music Composition and Audio Technology I	COM*H172 Interpersonal Communication
DAT*H219 Electronic Music Composition and Audio Technology II	COM*H202 Intercultural Communication
DAT*H220 Acoustics and Sound Design	COM*H226 Journalism I
DAT*H224 Digital Video II	GRA*H150 Introduction to Graphic Design
DAT*H226 Motion Graphics for Film & Video (renamed: Motion Graphics and Effects)	DAN*H175 Kinesiology for Dancers
DAT*H230 Digital Imaging II	ENG*H202 Technical Writing
DAT*H234 3D Graphics and Animation II	ENG*H221 American Literature I
DAT*H236 Digital Illustration	ENG*H222 American Literature II
DAT*H237 Principles of Sound Recording	ENG*H231 British Literature I
DAT*H240 Multimedia Authoring III (renamed: Programming for the Arts)	ENG*H232 British Literature II
ART*H101 Art History I	MUS*H101 Music History & Appreciation I
ART*H102 Art History II	MUS*H111 Fundamentals of Music
ART*H111 Drawing I	MUS*H115 Music Theory I (with MUS*H163 Ear Training I)
ART*H121 Two Dimensional Design	THR*H101 Introduction to Theater
ART*H122 Three Dimensional Design	THR*H120 Stagecraft
ART*H167 Printmaking I	THR*H190 Theater Practicum I
ART*H121 Two Dimensional Design	THR*H225 Directing
BBG*H101 Introduction to Business	THR*H223 Plays in Production II
BMK*H201 Principles of Marketing	THR*H290 Theater Practicum II
BMK*H216 Internet Marketing	
CSA*H105 Introduction to Software Application	
CSA*H135 Spreadsheet Applications	



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**PROGRAM MODIFICATION**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021
Most Recent NECHE Institutional Accreditation Action and Date: <i>Continued Accreditation to 2022</i>	
<b>Original Program Characteristics</b> CIP Code No. 090702    Title of CIP Code <i>Digital Communication</i> Name of Program: Audio/Video Production (HK01) Degree: Title of Award (e.g. <i>Master of Arts</i> ) Stand-Alone Certificate: (specify type and level) Certificate C2 Date Program was Initiated:                      OHE#: 15156 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 18 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24
<b>Modified Program Characteristics</b> Name of Program: Audio/Video Production Degree: Title of Award (e.g. <i>Master of Arts</i> ) Certificate <sup>1</sup> : (specify type and level) Certificate C2 Program Initiation Date: Fall 2021 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18-21 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 6-9 # Credits in Program Core Courses: 3 # Credits of Electives in Field: 9-12 # Credits of Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 18-24 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18-24
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	
<b>Rationale for Modification</b> This is a modification of the original certificate program taking into account changes that have come about in the past two decades. The audio/video industry is not seeking individuals who are only capable of making things work on technical levels but well-rounded people who can implement the aesthetic aspects as well. The changes to the certificate program address these needs by including course that develop those necessary skills and leave a little flexibility in their video training.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this program.	

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**PROGRAM MODIFICATION**

**Audio/Video Production - Program Core Courses (comparison)**

**OLD Program**

**NEW Program**

<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Prerequisite</b>	<b>CREDITS</b>	<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>Prerequisite</b>	<b>CREDITS</b>
DAT 108	Digital Imaging	DAT 101	3	DAT 110	Digital Video Production I	DAT 101	3
DAT 110	Digital Video Production I	DAT 101	3	DAT 224	Digital Video Production II	DAT 110	3
DAT 218	Electronic Music Composition / Audio Technology I	DAT 101	3	DAT 226	Motion Graphics and Effects	DAT 110	3
DAT 219	Electronic Music Composition / Audio Technology II	DAT 218	3	DAT 220 or DAT 237	Acoustics and Sound Design  Principles of Sound Recording	DAT 101  DAT 218/220	3  3
DAT 220	Acoustics and Sound Design	DAT 101	3	DAT 102	Introduction to Photography	none	3
DAT 224	Digital Video Production II	DAT 110	3	COM 154	Film Study and Appreciation	ENG 101 ready	3
DAT 226	Motion Graphics for Film & Video	DAT 110	3				
DAT 237	Principles of Sound Recording	DAT 218/220	3				

**TOTAL CREDITS: 24**

**TOTAL CREDITS: 18**

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**PROGRAM MODIFICATION**

**Institutional Contact for this Proposal:** Ray Leite    Title: Program Coordinator, Digital Arts Technology  
Tel.: 203-575-8152    e- mail: rleite@nv.edu  
Institution's Unit (e.g. *School of Business*) and Location (e.g. *main campus*) Offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury 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
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
DAT*H110 Digital Video Production I		DAT*H101	3			
DAT*H224 Digital Video Production II		DAT*H110	3			
DAT*H226 Motion Graphics and Effects		DAT*H110	3			
DAT*H220 Acoustics and Sound Design <b>or</b>		DAT*H101	3			
DAT*H237 Principles of Sound Recording		DAT*H218/220				
DAT*H102 Introduction to Photography		none	3			
COM*H154 Film Study and Appreciation		Placement . . .	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
DAT*H101 Introduction to Digital Arts			3			
DAT*H218 Electronic Music Composition and Audio Technology I (optional Pre-req for DAT 237 only)			3			
Placement in or eligible for ENG* H101						
			18-24			
<b>Total Other Credits Required to Issue Modified Credential</b>						
<p><b>Learning Outcomes - L.O.</b> <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <ol style="list-style-type: none"> <li>1. Recognize and use the multiple steps of the video production process to facilitate project completion.</li> <li>2. Apply industry-standard techniques and tools to complete professional level audio visual projects.</li> <li>3. Create state-of-the-art special effect techniques used in film and video.</li> </ol>						

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Naugatuck Valley Community College	<b>Date of Submission to CSCU Office of the Provost:</b> May 2021
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> <i>Continued Accreditation to 2022</i>	
<b>Original Program Characteristics</b> CIP Code No. 090702    Title of CIP Code <i>Digital Communication</i> Name of Program: Electronic Music and Audio Production (HJ06) Degree: Title of Award (e.g. Master of Arts) Stand-Alone Certificate: (specify type and level) Certificate C2 Date Program was Initiated:                      OHE#: 15374 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Locality of Program: X On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 3 # Credits in Program Core Courses: 0 # Credits of Electives in the Field: 18 # Credits of Free Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 21 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 21
<b>Modified Program Characteristics</b> Name of Program: Electronic Music and Audio Production Degree: Title of Award (e.g. Master of Arts) Certificate <sup>1</sup> : (specify type and level) Certificate C2 Program Initiation Date: Fall 2021 Modality of Program: X On ground    Online    Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 18-21 Other:	<b>Modified Program Credit Distribution</b> # Credits in General Education: 3-6 # Credits in Program Core Courses: 0 # Credits of Electives in Field: 15 # Credits of Electives: # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (sum of all #Cr above): 18-21 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18- 21
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued:                      CIP:                      OHE#:                      Accreditation Date: Phase Out Period                      Date of Program Termination	
<b>Rationale for Modification</b> This is a modification of the original certificate program taking into account changes that have come about in the past two decades. The audio industry is not seeking individuals who are only capable of making things work on technical levels but well-rounded people who can implement the aesthetic aspects as well. The changes to the certificate program address these needs by including course that develop those necessary skills and allow for increased opportunities as it relates to audio training.	
<b>Description of Resources Needed</b> (As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.) The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this program.	

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

**Institutional Contact for this Proposal:** Ray Leite    Title: Program Coordinator, Digital Arts Technology  
Tel.: 203-575-8152    e- mail: rleite@nv.edu  
Institution's Unit (*e.g. School of Business*) and Location (*e.g. main campus*) Offering the Program: Liberal Arts and Behavioral and Social Sciences, Waterbury Campus

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

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements</b>		
MUS*H101 Music History & Appreciation I		none	3			
MUS*H111 Fundamentals of Music <b>or</b>		none	3-4			
MUS*H115 Music Theory I (with MUS*H163 Ear Training I)		none				
DAT*H218 Electronic Music Composition and Audio Technology I		DAT*H101	3			
DAT*H219 Electronic Music Composition and Audio Technology II <b>or</b>		DAT*H218	3			
THR*H226 Musical Theater Production		none				
DAT*H220 Acoustics and Sound Design		DAT*H101	3			
DAT*H237 Principles of Sound Recording		DAT*H218/220	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
DAT*H101 Introduction to Digital Arts			3			
			18-19			
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> <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"> <li>Analyze and evaluate the properties of sound, human hearing, and sound reproduction systems.</li> <li>Apply industry-standard techniques and tools to complete multi-track recording projects.</li> <li>Compose original electronic music compositions.</li> </ol>						

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

**Electronic Music and Audio Production - Program Core Courses (comparison)**

**OLD Program**

**NEW Program**

COURSE NUMBER	COURSE NAME	Prerequisite	CREDITS	COURSE NUMBER	COURSE NAME	Prerequisite	CREDITS
MUS 101	Music History and Appreciation	none	3	MUS 101	Music History and Appreciation	none	3
DAT 218 or MUS 218	Electronic Music Composition/ Audio Technology I	DAT 101	3	MUS 111  or MUS 115	Fundamentals of Music  Music Theory I (with MUS 163 Ear Training I)	DAT 110	3  4
DAT 237 or MUS 237	Principles of Sound Recording	DAT 218	3	DAT 218	Electronic Music Composition/ Audio Technology I	DAT 101	3
MUS 126	20 <sup>th</sup> Century/Modern Music	none	3	DAT 219  or MUS 226	Electronic Music Composition/ Audio Technology II  Musical Theater Production	DAT 101	3
DAT 219 or MUS 219	Electronic Music Composition/ Audio Technology II	DAT 218	3	DAT 220	Acoustics and Sound Design	DAT 101	3
DAT 220	Acoustics and Sound Design	DAT 101	3	DAT 237	Principles of Sound Recording	DAT 218	3
DAT 101	Intro to Digital Arts	none	3				

**TOTAL CREDITS: 18**

**TOTAL CREDITS: 18-19**



# CSCU Online Programs

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# Undergraduate Online Programs

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- Concern over **guaranteeing** all course options within a given program have online options
- Concern over offering a **full catalog** of undergraduate courses delivered in an asynchronous online modality
  - General Education
  - Electives
- Concern in recruiting **skilled faculty** in online instruction
- Concern with providing **scalable services** for students completely at a distance
- Concern over fully online undergraduate programs negatively **impacting on-ground enrollment**

# Possible Approaches

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## **Restrictive Offerings**

- Limited online Gen Ed and Elective offerings
- Prioritized Seating for fully online students in online sections

## **Exchanges**

- Shared enrollment within a host course section
- CA, IA, MA, MD and others have established exchanges

## **Market Place/Store Front**

- Centralized competitive catalog with all institutional online offerings
- Idaho is launching a statewide option

## **Consortial Agreements**

- Institutions can partner with sister institutions to provide online programming to supplement the degree program

## **Vendor Support**

- Vendors such as Quotlty are available to provide platforms to support course exchanges/store fronts

# Key Considerations

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- Instructional Quality Assurance
- Regulatory
- Faculty & Student Support Structures
- Logistics (Register, funding)
- Transferability
- Revenue Sharing
- Reporting/Tracking

# CSCU Online Learning Council

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## Goals of the Council:

- Develop, review, and update recommendations for a long-term vision and strategy for CSCU online learning, including policy, process, and service/support areas.
- Develop, review, and update recommendations for online program effectiveness measures, including the areas of equity, accessibility, and student success.
- Assess common gaps/needs to effectively support online faculty and students as well as develop, review, and update recommendations
- Upon request, provide consultative feedback of any online/hybrid program
- Identify, recognize, and champion online learning innovations and best practices within the CSCU system
- Disseminate information regarding Council efforts
- Serve as a clearing house and support for online learning efforts within CSCU
- Stay abreast of industry standards and best practices through professional development opportunities
- Address emerging trends and issues as needed



**Connecticut State  
Colleges & Universities**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**RECOGNITION AND NAMING OF FACILITIES & ACADEMIC PROGRAMS**

September 23, 2021

WHEREAS, Section 10a-150 of the Connecticut General Statutes empowers the Board of Regents for Higher Education to accept valuable gifts of money, real property, and personal property on behalf of CSCU and/or the individual universities and colleges within it, and

WHEREAS, CSCU highly values the contributions donors, sponsors and others make to advance the mission and excellence of the institution, and

WHEREAS, the Board of Regents for Higher Education has the sole authority to provide for the naming of facilities (buildings, parts of buildings, roads, and plazas) and academic units/programs (schools, departments, centers, institutes, and programs) in honor of benefactors (individuals, corporations, and private foundations) and persons or other parties who have made substantial contributions to CSCU, one of its universities, colleges or to education in general, and

WHEREAS, the Board of Regents for Higher Education shall consider such recognition as a result of a detailed financial analysis, written substantive rationale, and the recommendation of the university or regional president, therefore be it

RESOLVED, that the Board of Regents for Higher Education adopts the attached policy for Recognition and Naming of Facilities & Academic Programs, and be it further

RESOLVED, that the Board of Regents for Higher Education hereby rescinds University Resolution 09-38 (dated April 8, 2009) and Community College Policy 4.7.2 (dated September 18, 2006), and be it further

RESOLVED, that the Board of Regents for Higher Education charges senior leadership of the four universities and Charter Oak State College to establish a consistent implementation procedure for the attached policy, and be it further

RESOLVED, that the Board of Regents for Higher Education charges senior leadership of the 12 community colleges (and ultimately the Connecticut State Community College) to establish a consistent implementation procedure for the attached policy.

## **Policy for BOR Recognition and Naming of Facilities & Academic Programs**

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**August 26, 2021**

**Replaces Community College Policy 4.7.2 Facilities – Naming of Buildings on College Campuses (dated September 18, 2006)**

**Replaces University Resolution 09-38 and Policy – Trustee Recognition and the Naming of Facilities and Programs (dated April 8, 2009)**

### **I. Purpose**

The purpose of this policy is to define how the Board of Regents for Higher Education manages and approves proposals for the naming of university or college facilities (i.e., buildings, parts of buildings, roads, and plazas) and academic units/programs (schools, departments, centers, institutes, and programs) in honor of a donor, individual, organization, or entity.

The Board of Regents has the sole authority to provide for the naming of facilities and academic units/programs.

### **II. Policy**

The Board of Regents for Higher Education wishes to encourage and enhance the ability of the institutions of the Connecticut State Colleges and Universities to pursue significant philanthropy in support of institutional goals. Naming of facilities and academic programs/units is one of the ways in which CSCU can acknowledge the generosity of donors and honors those whose service to or affiliation with CSCU enhances our ability to provide students with affordable, innovative and rigorous programs in pursuit of their personal and career goals, as well as contribute to the economic growth of Connecticut.

The naming recognition may also reflect subjects of a historic, cultural, academic, or geographic nature.

Any such naming must undergo a high level of consideration and due diligence to ensure that the name aligns with the purpose and mission of CSCU and its institutions. No naming opportunity shall be permitted for any entity or individual whose public image, products or services may inflict damage to CSCU's reputation, standing, or integrity or be contrary to CSCU's values.

### **III. Scope/Applicability**

This policy shall apply to:

- A. Facilities: planned and existing buildings of all types (including libraries, auditoriums, and dining halls), major new additions to existing buildings and athletic facilities, all major outdoor areas including streets, entrances, gates, and landscape features, such as quadrangles, gardens, lakes, fountains, and fields.
- B. Programs: colleges, schools, departments, centers, institutes, and programs, including those that are virtual or online.

Items not covered include interior spaces within facilities (i.e., laboratories, classrooms, practice rooms, lecture halls), minor landscape features (i.e., trees, benches, and sidewalk bricks), scholarships, fellowships, and chairs.

In cases where there may be some question regarding the need for Board approval, the System President will determine whether the proposed naming opportunity requires approval.

#### **IV. Criteria for Selection of Honorees**

Naming a facility, space, academic program or unit for an individual or organization is one of the highest honors that CSCU can bestow. This recognition is a lasting and powerful affirmation of the honoree's connection to CSCU's mission. As such, honorees shall have exemplary character, an unqualified reputation for honesty, personal integrity, and the highest standards of personal and professional ethics.

Ordinarily, CSCU facilities and academic programs/units will not be named for persons who are actively involved in or related to CSCU operations. This includes Regents, members of the faculty and staff, advisory boards, legislators and governmental officials.

Honorees who have been employed by CSCU must have given extraordinary service to the institution in a teaching, research, service or administrative field with such exceptional distinction that their contributions are widely recognized by their peers, both at CSCU and elsewhere.

When the person to be honored is living and a non-donor, ordinarily, three years must have passed since any formal association with CSCU or employment with the State of Connecticut. Such affiliation includes time spent as an undergraduate, graduate, or post-graduate student, as a paid member of the faculty or staff (whether part-time or full-time), as a paid State employee, and/or as a member of the Board of Regents. Any except to these guidelines must be detailed in the written substantive rationale submitted to the BOR Finance Committee for consideration.

When the person to be honored is deceased, ordinarily, two years must have passed since the date of death before their name can be put forward for this recognition.

#### **V. Private Financial Support**

Eligible individuals, corporations and other organizations, may be considered for naming recognition if they have made significant financial contributions to CSCU related to the naming opportunity.

Decisions regarding such recognition are made on a case-by-case basis in accordance with applicable university-wide or college-wide procedures. Decisions shall also take into consideration the total cost of the project/program, the availability of other funds, and the financial contribution.

In order to accommodate differences in resource base, structure, and community relationships and to maintain flexibility in philanthropic opportunities, each President/Campus CEO, in consultation with their Foundation and Institutional Advancement Offices, shall develop financial guidelines (Attachment A) for what constitutes substantial and significant donations to warrant a facility-related naming opportunity. Initial guidelines must be submitted for approval 30 days after the adoption of this policy by the BOR. Subsequent institutional guidelines must be submitted and reviewed at the June Finance Committee meeting for implementation annually on July 1<sup>st</sup>. The guidelines must be maintained with the institution's procedures for implementation of this policy.

General guidelines for the naming of academic units/programs should be the present value equal to or greater than two hundred percent (200%) of the annual operating budget of the program/unit. The amount should be determined by the size, operating budget, national ranking, and visibility of the unit.

#### **VI. Duration and Revocation of Name**

Naming of facilities, spaces, and academic programs/units in honor of individuals is expected to last the lifetime of the facility, space, program or unit.



In appropriate instances, most often involving a corporate sponsor, a naming may be granted for a pre-determined, specified fixed term. At the end of the term, the name of the facility or program shall expire but may be renewed with the same name or a new name and additional giving.

The Board of Regents reserves the right to remove names from facilities and programs when the gift remains unpaid beyond a five-year limit. Should this occur, the Board may rename the area and/or notify the institution that they may seek another appropriate naming opportunity.

If a named building is razed, the Board of Regents may elect to retire the name or transfer it to another facility or space. When the major function of a building is moved to another facility, the Board of Regents may elect to transfer the name with the function or retain the name with the original building.

The Board of Regents for Higher Education shall have the authority to revoke the name of a facility or academic program in the event that the benefactor for whom the facility or academic unit was named engages in conduct which, in the sole discretion of the Board of Regents, is significantly detrimental that continued name association between the individual and CSCU would be contrary to the best interests of CSCU. In these cases, the university or college has the right to change, revoke, or terminate its obligations with no financial responsibility for returning any received contributions to the benefactor.

## **VII. Implementation Procedures**

This policy charges the four universities and Charter Oak State College to establish and maintain a single procedure (for facilities and academic programs) whose purpose is to move the philanthropic opportunity from prospect to President for recommendation and submission to the Board of Regents Committee structure.

A parallel procedure must be established and maintained for the community college system with final recommendation and submission from the Regional President to the Board of Regents Committee structure. Once it is fully accredited, community college recommendations would be proposed by the Regional Presidents and submitted by the CT State Community College President to the Board of Regents Committee structure.

Final transmittal of the recommendation must include:

- Naming Opportunity Cover Sheet (Attachment B)
- Staff Report which includes:
  - Detailed request, citing the facility or academic program/unit and its proposed name
  - Justification, including the nature and duration of the individual's affiliation with the institution, and the proposed gift agreement.
  - If the gift is for the construction or renovation of a facility, the following must also be included:
    - Timetable for project implementation
    - Relationship of the project to the institution's long-range plans
    - Operating budget implications and sources of funds
- Copy of the gift contract and/or pledge agreement
- Written substantive rationale if there is no gift in connection with the naming opportunity

## **VIII. Regent Recognition for Significant Service**

The Chair of the Board of Regents for Higher Education may convene members of the Executive Committee of the Board of Regents to consider bestowing recognition to an individual who has demonstrated distinguished service. Such recognition may include, but shall not be limited to:

- Naming of a facility or major outdoor area
- Bestowing an honorary degree from a university or from the System

The Executive Committee of the Board of Trustees will ordinarily consider the individual's candidacy based on one or more of the following:

- a) Service as a campus leader, system leader, or Board of Regents member for a minimum of ten years where such service has enhanced the mission of the university or system.
- b) The individual's contribution in significant ways to the welfare of the system, university, state, or nation.
- c) The individual's achievement and demonstration of unique distinction.

The Executive Committee of the Board, upon favorable review, shall identify the type of award to be bestowed and provide the Board with justification and a time for recognition of the individual. The Board will then consider a vote on the matter.

# Naming Opportunities and Levels

## (Attachment A)

Institution: \_\_\_\_\_

Effective Date: \_\_\_\_\_

NAMING OPPORTUNITY		AMOUNT
<b>I. NEW BUILDINGS</b>		
- Academic Building		
- Athletic Facility		
- Libraries		
- Auditoriums		
- Dining Halls		
- Theaters		
- Other		
-		
-		
<b>II. NEW ADDITION OR MAJOR RENOVATION (DESIGNATE ENTIRE BUILDING OR WING/SECTION)</b>		
- Academic Building		
- Athletic Facility		
- Libraries		
- Auditoriums		
- Dining Halls		
- Theaters		
- Other		
-		
-		
<b>III. MAJOR OUTDOOR AREAS</b>		
- Plaza/Courtyard		
- Streets		
- Entrances		
- Gates		
- Quadrangles		
- Gardens		
- Trails		
- Lakes		
- Fountains		
- Fields		
- Other		
-		
-		

**Naming Opportunity Cover Sheet**  
**(Attachment B)**

**Institution:** \_\_\_\_\_

**Target Date for BOR Committee (Finance or ASA) Action:** \_\_\_\_\_

The documentation identified below is required. Please verify its inclusion by checking the appropriate boxes.

- ☐ President's/CEO's Recommendation Letter
- ☐ (For Community College's) Regional President's Endorsement
- ☐ Staff Report
- ☐ Supporting Materials/Endorsements
- ☐ Copy of the gift contract and/or pledge agreement
- ☐ Written substantive rationale if there is no gift in connection with the naming opportunity

**CONTACT**

Please indicate the name, title, telephone number and email address of the individual to be contacted in case of questions regarding the opportunity.

Name & Title: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

## **BOR Recognition and Naming of Facilities & Academic Programs**

### **Staff Report**

This “new” CSCU System policy reflects the concerns and issues raised by the Naming Policy Review Workgroup which last met in October 2019 and replaces Community College Policy 4.7.2 Facilities – Naming of Buildings on College Campuses (dated September 18, 2006) and University Resolution 09-38 Policy – Trustee Recognition and the Naming of Facilities and Programs (dated April 8, 2009).

### **Chronology of Work to Date**

March 2021	Assignment of Project
April 23, 2021	Meeting with Ken DeLisa, Institutional Advancement, ECSU to discuss the project status of the Naming Policy Review Workgroup
June 3, 2021	Draft submitted to Alice Pritchard, Jane Gates, Ernestine Weaver, and Ben Barnes for comment
June 21, 2021	Draft submitted to Ken DeLisa for comment
July 19, 2021	Draft submitted to Regional Presidents for comment
August 5, 2021	Draft submitted to University Presidents for comment
August 11, 2021	All comments incorporated

### **Summary of Significant Changes and Improvements**

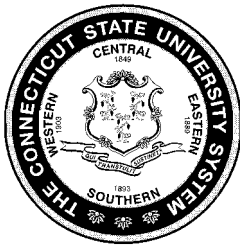
1. Procedural aspects/language no longer appears in the policy. The resolution charges the Universities and Charter Oak State College to establish a consistent implementation procedure for the policy and similarly charges the 12 community colleges (and ultimately the Connecticut State Community College) to establish their consistent implementation procedure.
2. The new policy no longer includes a single specific formula (i.e. 10% of construction or remodel costs) to be used as the minimum amount of dollars required for facility-related naming opportunities. This provides each university and college with the ability to determine, based on their fundraising goals and priorities, what constitutes the substantial and significant donation required to warrant a facility-related naming opportunity. It also allows them to effectively apply their own in-depth knowledge of donors based on existing and on-going relationships to determine the specific minimum dollar amount required to name each facility – building and/or major outdoor area.

Using the form created with the policy, each university and college must submit their guidelines for review at the June Finance Committee meeting for implementation annually on July 1st.

3. New language added to the policy provides for decisions regarding approval of a naming request to also take into consideration “the total cost of the project/program, the availability of other funds,

and the financial contribution.” This provides appropriate latitude for each university and college to evaluate both the actual and intrinsic costs of the project/program, as well as the overall financials available to support the specific naming opportunity.

4. The policy has also been significantly strengthened with specific language added providing the BOR with the authority to revoke the name of any facility or academic program in the event that the benefactor for whom the facility or academic program was named engages in conduct which at the sole discretion of the BOR is deemed to be detrimental and that continued association between the individual or entity and CSCU would be the contrary to the best interests of CSCU.
5. New language has been included regarding the consideration and level of diligence required to determine the appropriate alignment of the proposed naming with CSCU’s purpose and mission. Including the clearly delineated protocols that need to be specifically adhered to, as well as what is and what is not permitted regarding the entity or individuals’ public image, product or services, provides critical oversight to verify compliance. Requiring an in-depth review of each person or entity reflects the importance of mitigating any potential for the naming to inflict damage to CSCU’s reputation, standing or integrity and ensures that it will not be contrary to CSCU’s values.
6. The addition of virtual and online programs as naming opportunities expands the naming options available to those interested in supporting the fundraising mission and goals of each university and college.
7. Although there was no change to the baseline expectation that a financial gift with a present value equal to or greater than 200% of the annual operating for an academic unit, program, department, center and more, the updated naming policy does spell out additional ways by which the amount necessary to be donated for each naming opportunity can be determined, including evaluating additional relevant factors such as the size, national ranking and visibility of the unit/program.
8. The policy has also been enhanced with language added regarding the breadth and depth of options that naming recognition can reflect including historic, cultural, academic or geographic associations.



# Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ [www.ctstateu.edu](http://www.ctstateu.edu)

**BR# 09-38**

## RESOLUTION

concerning

### TRUSTEE RECOGNITION AND NAMING OF FACILITIES & PROGRAMS POLICY

for the

### CONNECTICUT STATE UNIVERSITY SYSTEM

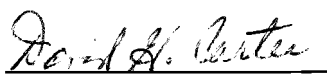
April 8, 2009

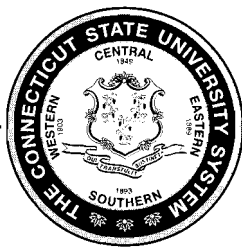
- WHEREAS, The Board of Trustees has the sole authority to provide for the naming of facilities and programs, and
- WHEREAS, Pursuant to that policy, the Board of Trustees shall consider the naming of academic programs, facilities or major portions thereof or prime external spaces as a result of a recommendation of a university president, and
- WHEREAS, Recognition of distinguished service and significant contributions to welfare of a system, university, state, or nation and an individual's achievement and demonstration of unique distinction, is worthy of acknowledgment by the Board of Trustees, therefore be it
- RESOLVED, That the Board of Trustees may consider bestowing recognition to an individual who has demonstrated distinguished service which warrants recognition of the individual's significant contribution, and be it further
- RESOLVED, That the Board of Trustees may confer such recognition in a variety of ways, including, but not be limited to, naming of a building or facility, awarding of an honorary degree from a university or from the system, or the awarding of a Connecticut State University System Trustees' Medal of Recognition, and be it further resolved
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby rescinds Board Resolution 01-50 and adopts the attached policy on Trustee Recognition and Naming of Facilities and Programs

A Certified True Copy:

  
Lawrence D. McHugh, Chairman

A Certified True Copy:

  
David G. Carter, Chancellor



# Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ [www.ctstateu.edu](http://www.ctstateu.edu)

## CONNECTICUT STATE UNIVERSITY SYSTEM

### POLICY ON TRUSTEE RECOGNITION AND THE NAMING OF FACILITIES AND PROGRAMS

#### 1. PURPOSE

The purpose of this policy is to establish policies and procedures of the Board of Trustees regarding the naming of University academic programs, grounds, facilities, and buildings including major portions of buildings. The Board of Trustees has the sole authority to provide for the naming of facilities and programs. Further, this policy provides for the recognition of individuals by the Trustees for exceptional service to the university system, community, state, or nation.

#### 2. SCOPE

This policy applies to the naming of present or future facilities, major areas (such as auditoriums and rooms with major public visibility) within existing or future facilities, existing facilities which have undergone major renovations, or areas on University grounds for which a naming opportunity exists. The Board also reserves the right to approve the naming of academic programs. Academic programs include colleges, schools, departments, centers, and institutes. The naming of scholarships, fellowships and professorships does not require Board approval. The establishment of endowed chairs shall follow the policy established in Board Resolution #99-46 or its successors.

#### 3. OBJECTIVE

The goal of this policy is to enhance the ability of the institutions of the Connecticut State University System to encourage and pursue contributions in support of institutional goals. This policy specifies procedures for the solicitation and acceptance of named gifts as well as other procedures to be followed in naming facilities for individuals, families, or entities.

The policy also outlines the process for Trustee recognition honoring individuals who have demonstrated significant contributions to the welfare of the University System, state, or nation.

#### 4. POLICY

##### **Naming Involving a Gift:**

- A) A naming opportunity associated with a gift to the CSU System, a constituent institution, or an affiliated foundation, will normally receive favorable consideration only when the present value of the gift is an amount equal to or greater than 10 percent of the cost to construct or substantially renovate the facility proposed for naming.
- B) A naming opportunity for a program associated with a gift to the CSU System, a constituent institution, or an affiliated foundation, will normally receive favorable consideration only when the present value of the gift is an amount equal to or greater than 200 percent of the annual operating budget of the program.



- C) Gifts should comply with the policies established in Board Resolution #2000-15 or its successors. The gift may be in cash or a legally binding pledge and should be paid within five years of the naming of the facility or program. If the pledge is to be paid over a number of years, the number of years shall be divided into the pledge and the resulting amount will be due each year. A portion of the gift may be in the form of an irrevocable trust or a contractual bequest. The Board of Trustees reserves the right to remove names from facilities and programs when the gift remains unpaid beyond the five-year limit. Should this occur, the Board may name an area of the facility or seek another appropriate naming opportunity that would be proportionate to the value of the gift received. The naming of a facility or program follows the facility or program for its life unless otherwise determined by the Board of Trustees. When a named facility is razed, the Board of Trustees may elect to retire the name or transfer it to another facility or space. When the major function of a building is moved to another facility, the Board of Trustees may elect to transfer the name with the function or retain the name with the original building.
- D) Any University System institution wishing to name a facility, any campus grounds, major portions of facilities, or academic programs as identified in Section 2 of this policy must submit a request to the Chancellor for analysis and submission to the Board's Development Committee who will thereafter submit its recommendation to the Board of Trustees.
- E) In those instances in which gifts do not reach the threshold specified in sections A and B, a substantive rationale for departing from the policy must be provided to the Board's Development Committee who may recommend a departure from these policies to the Board of Trustees for good cause shown. In these exceptional cases, where facilities and academic programs are named for people, they should be named for scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the CSU System or to any of its constituent institutions.
- F) No facility or academic program identified in Section 2 of this policy will be named for individuals currently employed by the CSU System or the State of Connecticut, or currently holding public office.
- G) When the person to be honored is living and a non-donor, ordinarily, three years must have passed since any formal association with the CSU System or employment with the State. Such affiliation includes time spent as an undergraduate, graduate, or post-graduate student; as a paid member of the faculty or staff, whether full or part time; as a paid State employee; and as a member of the Board of Trustees.
- H) When the person to be honored is deceased, ordinarily, two years must have passed since the date of death before their name can be applied to a CSU System facility or academic program.
- I) Any University System institution wishing to name a facility, any campus grounds, major portions of facilities, or academic programs as identified in Section 2 of this policy must submit a request to the Chancellor for analysis and submission to the Board's Development Committee who will thereafter submit its recommendation to the Board of Trustees.
- J) In submitting requests for naming of facilities or academic programs to the Chancellor for consideration by the Development Committee of the Board of Trustees and, if approved, by the Board of Trustees, the following information is to be submitted:

- a) Institution name;
  - b) A detailed request, citing the facility or program in question, the proposed name, and;
  - c) Justification, including such relevant information as the nature and duration of the individual's affiliation with the University System or constituent institution. If the naming is a stipulation of the gift, the request must explain the proposed arrangement. If the gift is for the construction or renovation of a facility, the following information should be included:
    - A timetable for project implementation;
    - If the gift is for a new facility or program, the relationship of the project to the institution's long-range plans;
    - Operating budget implications, and sources of funds; and
  - d) A copy of the gift contract and/or pledge agreement must be filed with the request for approval.
  - e) If there is no gift in connection with a naming opportunity, a written substantive rationale for departing from the policy should be provided.
- K) Each university president shall determine the appropriate level of gift support required to name scholarships, fellowships, and professorships, and any other naming opportunities that do not require Board approval (e.g., rooms, patios). Gifts for these naming opportunities may be in cash and/or a legally binding pledge instrument.
- L) No later than 90 days after the end of each fiscal year, each university president shall provide a report to the Development Committee regarding the naming of all facilities (including rooms and small areas of buildings, and minor portions of campus grounds), programs, scholarships, fellowships, professorships and any other project during the course of the fiscal year that did not require approval of the Board, together with the detail of associated gifts and contributions.
- M) No later than 90 days after the end of each fiscal year, each university president shall provide the Development Committee with a schedule of naming opportunities at his university.

**Trustee Recognition for Significant Service:**

- A) The Chair of the Board of Trustees may convene members of the Executive Committee of the Board of Trustees when he or she deems appropriate, to consider bestowing recognition to an individual who has demonstrated distinguished service which warrants recognition of the individual's significant contributions. Such recognition may include, but shall not be limited to:
- a) Naming of a building, campus grounds, or facility.
  - b) Bestowing an Honorary degree from a university or from the System.
  - c) Awarding of a Connecticut State University System Trustees' Medal of Recognition.
- B) The Executive Committee of the Board of Trustees will ordinarily consider the individual's candidacy based on one or more of the following:

- a) Service as a University President or Chancellor for a minimum of ten years where such service has enhanced the mission of the university or system.
  - b) The individual's contribution in significant ways to the welfare of the system, university, state, or nation.
  - c) The individual's achievement and demonstration of unique distinction.
- C) When a President, Chancellor or individual has served the University or System , he or she may be considered for recognition by the Board of Trustees when one of the following has been met:
  - a) Ordinarily, two years after retirement or other separation from the University, System Office, or from elected or appointed office; or
  - b) Ordinarily, two years after the person's death, if the person had not yet retired or otherwise separated from the University or System.
- D) The Executive Committee of the Board, upon favorable review, shall:
  - a) Identify the type of award to be bestowed.
  - b) Provide the Board of Trustees a justification for the recognition including such relevant information as the individual's accomplishments or contributions to the University or System, service to the state or nation and;
  - c) A time for recognizing the individual.
- E) Trustee recognition of said individuals, upon favorable review and approval by the Executive Committee of the Board, shall be ratified by the full Board of Trustees

4/8/09

story buildings or five- to eight-story buildings, at locations best serving their communities. The buildings and facilities and the campus as a whole should be adequate to support the instructional programs and support services for these programs; inviting to the people, encouraging them to improve their skills and education; provided with ample parking and, in urban or high population density locations, accessible to public transportation; well-designed and constructed; and structured so as to make efficient use of land and building space.

(Adopted March 20, 1972)

#### **4.7.2 Facilities - Naming of Buildings on College Campuses**

The Board of Trustees of Community-Technical Colleges adopts the following policy under its authority to name buildings in the system.

Buildings or substantial portions thereof, including the library, auditorium, dining hall, or exterior campus areas, may be named in memory of persons or after subjects of historic, cultural, academic, geographic or other nature. It is intended that persons qualified to be so memorialized shall have made a significant and enduring contribution and, if a state, civic, or public employee, shall have retired from active service.

When a substantial financial contribution towards a capital project of any type is made by donors and supporters of the community college system or a constituent unit thereof, the building, or major component thereof, may be named for a person, persons, or organization suggested by the donor/s.

Recommendations for naming buildings or substantial portions thereof must be transmitted by the president of the college involved to the chancellor for consideration by the board. The transmittal shall include all documentation required by the college's naming policies, and any contributory schedule, to support the recommendation.

Each community college, in its discretion, is authorized to apply plaques or other suitable forms of recognition to the rooms or other areas of college facilities to acknowledge significant financial contributions to the college by donors or to memorialize persons designated by the donors.

(Adopted April 17, 1973; amended June 20, 1983; amended September 18, 2006)

#### **4.7.3 Facilities - Temporary/Portable - Lease/Purchase**

The chancellor is authorized to negotiate contracts to lease and/or to lease with option to purchase temporary facilities, e.g., trailers or movable buildings, for use as faculty and business offices, bookstores, athletic facilities, student lounges, and similar purposes at the colleges where adequate facilities are not available.

(Adopted November 21, 1966)

July 14, 2021

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

Dear Dr. Cheng:

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

Dr. Michele Abrams – Audiology Supervisor, Department of Communication Disorders

Sincerely,



Joe Bertolino  
President

JB/meh

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

August 25, 2021

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

Dear Dr. Cheng:

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

Dr. JinJin Yang – Professor, Department of Health & Movement Sciences

Sincerely,



Joe Bertolino  
President

JB/meh

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