



## **BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

### **AGENDA**

**Friday, September 4, 2020 at 9:30 a.m.**

**Conducted via Remote Participation (Audio Only)**

**Call in Toll-Free Number 1-877-668-4493**

**Meeting Number (Access Code): 120 726 8402 # #**

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

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

**Meeting – June 5, 2020  
9:30 a.m. – via teleconference**

#### **MINUTES**

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

Regents Absent: None

Staff Present: Greg DeSantis, Jane Gates, Ken Klucznik, David Levinson, Lesley Mara, J.D. Mathewson, Elsa Nunez, Fran Rosselli-Navarra, Pat Ryiz

Other Attendees: Marion Anton (CCSU), Laurie Bonjo (SCSU), Dawn Bunting (CCC), Mike Butcaris (NCC), David Dauwalder (CCSU), Marianne Fallon (CCSU), Andre Freeman (CCC), Stephen Hegedus (SCSU), Miah LaPierre Dreger (CCC), Sharale Mathis (MxCC), Elsa Núñez (ECSU), Mary Anne Nunn (CCSU), Bin (Brenda) Zhou (CCSU)

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

Chair Harris noted that, due to a meeting conflict that Dr. Stephen Hegedus, Dean of the College of Education, has, Item 3.d.i. Southern CT State University Counselor Education and Supervision Doctorate of Education will be moved forward in the agenda and will be discussed after the Minutes of the May 1, 2020 meeting.

Chair Harris reflected on the current state of unrest in the US due to the tragic events of May 25 and the COVID-19 pandemic. She stated that this time in the US reminded her of the political and civil unrest of the 1960's noting that even in times of tragedy and upheaval good things occurred in higher education, namely, the passage of Title IV and Title IX. Despite the turmoil, we must work harder to get things done. Chair Harris commented on the role that higher education plays in social justice. Even with the increased enrollment of minoritized students, still too much inequity exists in education today. In the CSCU system, we have many programs in social justice, including training law enforcement officers and criminal justice. Chair Harris asked Provost Gates to look at the CSCU curriculum starting with the Law Enforcement and Criminal Justice programs to see if we can improve. She stated that California has appointed a task force to begin work and we must look at the best approach for Connecticut to make significant changes.

1. Approval of Minutes

a. May 1, 2020

**On a motion by N. Cohen and seconded by A. Budd, the minutes from the May 1, 2020 BOR ASA Committee meeting were approved.**

2. Consent Items

a. Discontinuations

- i. Biology Concentration – BS in General Studies – Charter Oak State College
- ii. Mathematics Concentration – BS in General Studies – Charter Oak State College
- iii. Chemistry Concentration – BS in General Studies – Charter Oak State College
- iv. Technology Studies Concentration – BS in General Studies – Charter Oak State College

**On a motion by N. Cohen seconded by A. Budd, the consent items were approved.**

3. Action Items

d. New Programs

- i. Counselor Education and Supervision – EdD - Southern CT State University

**Chair Harris called for a motion to approve the new Southern CT State University Doctor of Education in Counselor Education and Supervision. The motion was moved by A. Budd and seconded by H. Howery.**

Dr. Stephen Hegedus, and Dr. Laurie Bonjo, Assoc. Professor of Counseling and School Psychology, Southern CT State University, presented the proposed new program. Provost Gates and Provost Prezant noted that this program is needed particularly at this tumultuous time in the US. Dr. Bonjo pointed out that the New England area is a desert for the Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited doctoral degree programs. New England states need to import CACREP-trained counselors. Students in the new program will be trained in the CACREP Model and in the specific needs of CT. The program will be a hybrid model, accessible to in-state students and those across greater New England. The proposed new program will be a cohort model comprised of diverse students who will be pandemic prepared. Students will learn how to deliver hybrid models of service, tele-mental health, tele-supervision, flip classroom models, online and on ground.

Questions/Recommendations from the Committee included:

- i. *Today, are there people with an MS degree teaching counseling?* Response: CACREP requires individuals who train Masters-level students to have a doctorate in Counselor Education and Supervision.
- ii. *What is the standard enrollment for a Doctorate in Counselor Education and Supervision?* Response: The standard enrollment is 6-8 students per cycle. We've already had interest in the proposed program from 4 potential students. *What jobs do these potential students have now?* Response: One prospective student is working in a residential facility, another is working with substance abuse clients, the third is working in the school system, and the fourth is in a director/manager role. There are three tracks in the proposed new program: 1) Counselor Education; 2) Clinical Supervision; and 3) Managerial/Leadership.
- iii. *Southern CT State University recently started a Doctorate in Social Work. Is that program attracting the number of students that was expected?* Response: Yes. We

predicted cohorts of 15 students per year. In the first year we had 15 students, 13 in the second year, and we are predicting 44 students in the third year.

- iv. *What is the needed ratio of faculty to students?* Response: SCSU hired two new faculty in the department. We are confident that the number of faculty will meet the needs of the students in the Counselor Education and Supervision Doctoral program. The doctoral students themselves will support the program and reduce the need to hire adjuncts.
- v. *Enrollment Projections.* Response: We expect 8 students in the first cohort and can accept up to 10 students in each cohort.
- vi. *Are there jobs now in CT which require this degree?* Response: Yes. We've received a number of inquiries for doctoral-prepared clinical supervisors and directors and counselor educators. There is a strong need for people who qualify for these jobs in CT and the North Atlantic region.
- vii. *Regarding the projected cost for faculty (\$144,000) and a tutor (\$49,000). Is this enough for a projected 21 students?* Response: CACREP requires two faculty present to focus on the doctoral program. The number of projected faculty for this program is adequate by CACREP standards.
- viii. *Should we postpone the start date for this program?* Response: The start date is Fall 2021.
- ix. *This program is classified as a hybrid model. Is most of the work done online?* Response: The program was designed to limit the amount of time that students spend on campus. The program format has worked very well for Masters' students who work full time. We are confident that this format will work well for Doctoral students.
- x. *Why is there a blank in the budget for full time faculty? Are current faculty already there who should be in the budget?* Response: This issue is constantly coming up. There is a cost for full time faculty who teach in the program. Aviva Budd indicated that we need to address this before our next meeting.

**Chair Harris called for a vote to approve the proposed new Southern CT State University Doctor of Education in Counselor Education and Supervision. A vote was taken. Regents Cohen and Howery voted "yes" and Regent Budd abstained. On a vote of two to one, the proposed new Southern CT State University Doctor of Education in Counselor Education and Supervision was approved.**

a. Suspensions

i. Environmental Sciences – AS – Middlesex CC

**Chair Harris called for a motion to suspend the Middlesex CC AS degree in Environmental Sciences. The motion was moved by N. Cohen and seconded by H. Howery.**

Dr. Sharale Mathis, Dean of Academic and Student Affairs, presented the program for Middlesex CC which seeks to suspend the AS degree program for three years. The program was without a coordinator for a year. This, coupled with low enrollment and lack of student interest, caused Middlesex CC to request suspension of the program to reevaluate it and strengthen relationships with local high schools and community partners. There are currently three TAP programs that students can transfer to and graduate from: 1) Biology, 2) Biochemistry, and 3) Chemistry. These TAP programs contain the foundational courses required to transfer to a four-year degree program.

Questions/Recommendations from the Committee included:

- a) *How have you handled the program without a coordinator for a year?* Response: A full-time person stepped in and we hired a part time lecturer. In the interim, we worked with those students who were close to graduation and transitioned the other students into TAP programs.
- b) *Is the program still listed in the catalogue?* Response: Yes. Once the suspension is approved, the program will be put in suspension and removed from the catalogue.
- c) *How long can programs be suspended?* Response: There is no required timeframe. The period of suspension depends upon the ability of the institution and discipline to bring the program up to industry and/or academic standards.
- d) *Middlesex CC is seeking approval to suspend the program for three years.* Response: Yes. That's correct. Typically, an institution suspends a program for two years. Three is reasonable.

Chair Harris noted that Middlesex CC could have discontinued the program but chose to suspend it. Dean Mathis noted that she tried to collaborate with other community colleges on a shared program; but there was no interest or agreement.

**Chair Harris called for a vote to approve the suspension of the Middlesex CC AS degree in Environmental Sciences for three years. A vote was taken to suspend the Middlesex CC AS degree in Environmental Sciences for three years and the vote was unanimous.**

ii. Accounting – OCP – Central CT State University

**Chair Harris called for a motion to suspend the Central CT State University OCP (Official Certificate Program) in Accounting. The motion was moved by N. Cohen and seconded by A. Budd.**

Dr. David Dauwalder, Provost & VP for Academic Affairs, and, Dr. Marianne Fallon, Associate VP for Academic Affairs, presented for Central CT State University which seeks to suspend the OCP in Accounting for three years until May 2023. The OCP in Accounting is a 12-credit certificate designed to help students to obtain the necessary academic experience to become a Certified Public Accountant (CPA). The OCP did not meet its enrollment projections for two reasons: 1) The OCP is not eligible for financial aid; and, 2) Although the program was marketed strongly, the support was not available to keep interest in the program going. The CCSU School of Business will take the time to evaluate the OCP and see how it fits into the larger School of Business programming.

Questions/Recommendations from the Committee included:

- a) *If the OCP does not qualify for financial aid now, will it in three years?* Response: We can't promise that it will. The issue of financial aid will be reviewed during the three-year suspension period.
- b) *Should we discontinue the program instead of suspending it?* Response: CCSU is conducting a search for a new Dean of the School of Business. During the three-year suspension period, we will be looking at different sources of funding for the program such as, from accounting firms and alumni.
- c) *Do we have any protocol for how we fundraise and for what purposes the funds can be used?* Response: No. Most fundraising is done through the foundations which are private non-profit entities. There is some protocol, but it is up to the foundation and university as to how the money is raised and for what purpose. The foundation can raise funds for specific programs. The foundation can't guarantee

that it would raise the needed amount of money year after year. Fundraising will be one of the items that will determine whether the program is reinstated.

d) *Does any other university in the system offer this certificate?* Response: No.

e) *Is three years an appropriate term for suspension?* Response: Yes. It takes two years to hire a new dean. In the third year, the institution will need to provide evidence for additional support. Three years is reasonable.

**Chair Harris called for a vote to approve the suspension of the Central CT State University Official Certificate Program (OCP) in Accounting for three years. A vote was taken to suspend the Central CT State University Official Certificate Program (OCP) in Accounting for three years and the vote was unanimous.**

iii. Music Education – MS - Central CT State University

**Chair Harris called for a motion to suspend the Central CT State University MS in Music Education for one year until December 2021. The motion was moved by N. Cohen and seconded by H. Howery.**

Dr. Marianne Fallon presented the MS in Music Education program for Central CT State University which seeks to suspend the program for one year until December 2021. The program provides certified music teachers with professional training beyond the baccalaureate degree. This suspension is requested in response to a recommendation by the accrediting body, the National Association of Schools of Music (NASM). The program has seen declining enrollment and is entwined with a summer music institute which is also declining in enrollment. During the suspension period, CCSU plans to revise the curriculum to create a stronger program.

**Chair Harris called for a vote to approve the suspension of the Central CT State University MS in Music Education for one year until December 2021. A vote was taken to suspend the Central CT State University MS in Music Education for one year until December 2021 and the vote was unanimous.**

b. Modifications

i. Civil Engineering – BS - Central CT State University [Significant Modification of Courses/Course Substitutions]

**Chair Harris called for a motion to modify the Central CT State University BS in Civil Engineering. The motion was moved by H. Howery and seconded by A. Budd.**

Dr. Marianne Fallon and Dr. Bin (Brenda) Zhou, Associate Professor of Engineering, presented the program for CCSU which seeks to modify the BS in Civil Engineering in response to rapidly advanced changes in technology. The number of credits will be reduced from 130 to 128. An exception to the BOR normalization policy has been previously approved. The modifications will align with ABET accreditation and will make the program more attractive to the industry and students, as well as more competitive with other institutions in the region. Over 100 students are enrolled in the program and an average of 23 conferrals have been granted over the past three years. The job outlook for qualified civil engineers is strong in CT (9.7% growth rate) and nationally (10.6% growth rate).

**Chair Harris called for a vote to approve the modification of the Central CT State University BS in Civil Engineering. A vote was taken to approve the modification of the Central CT State University BS in Civil Engineering and the vote was unanimous.**

ii. English – BA - Central CT State University [Significant Modification of Courses/Course Substitutions]

**Chair Harris called for a motion to modify the Central CT State University BA in English. The motion was moved by A. Budd and seconded by H. Howery.**

Dr. Marianne Fallon and Dr. Mary Anne Nunn, Associate Professor of English, presented the BA in English program for Central CT State University which seeks to adjust the core and elective requirements in the program. 117 students are enrolled in the program and it averaged 50 conferrals in the past three years. 74.1% of the graduates are employed in CT. Questions/Recommendations from the Committee included:

- a) *If a student wanted to teach high school English, is this a major a student would take?* Response: The student would take the BS in English in order to teach. CCSU is not making changes to that program. Students with a BA in English could go on to teach; but they must have a post-baccalaureate in teacher education or an MA in Teaching (MAT).
- b) *The BA in English has a much lower writing requirement.* Response: Candidates for the BA in English will take one elective in writing in the modified program. The only change is that there are writing courses in the curriculum that no longer exist. The literature courses in the curriculum do require a great deal of writing.

**Chair Harris called for a vote to approve the modification of the Central CT State University BA in English. A vote was taken to approve the modification of the Central CT State University BA in English and the vote was unanimous.**

iii. Mathematics – BA - Central CT State University [Significant Modification of Courses/Course Substitutions and Addition of a Concentration in Pure Mathematics]

**Chair Harris called for a motion to modify the Central CT State University BA in Mathematics. The motion was moved by H. Howery and seconded by A. Budd.**

Dr. Marianne Fallon and Dr. Marian Anton, Associate Professor of Mathematical Sciences, presented the BA in Mathematics for Central CT State University which seeks to modify the program and to add a concentration in Pure Mathematics consisting of 58 credit hours. One newly developed course will be added. The enrollment in the BA in Mathematics is averaging 100 enrollments and 25 conferrals a year over the past three years. The job growth rate for mathematicians is 27.4% in CT and 30% nationwide. Questions/Recommendations from the Committee included:

- a) *Isn't this a new program, a BA in Pure Mathematics rather than a concentration?* Response: There's a lot of overlap in both the BA in Mathematics and the BA in Mathematics with a Concentration in Pure Mathematics. The BA in Mathematics has two other concentrations in Actuarial Science and Statistics.

**Chair Harris called for a vote to approve the modification of the Central CT State University BA in Mathematics and the addition of a Concentration in Pure Mathematics. A vote was taken to approve the modification of the Central CT State University BA in Mathematics and the addition of a Concentration in Pure Mathematics and the vote was unanimous.**

iv. Teaching – MAT - Southern CT State University [Change of Review Date for Continued Licensure and Accreditation]

**Chair Harris called for a motion to change the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021. The motion was moved by H. Howery and seconded by N. Cohen.**

Dr. Stephen Hegedus presented the program. SCSU seeks to change the review date of the program from Fall 2020 to Fall 2021 because the program started a year later than anticipated and two years of data are needed for program review.

**Chair Harris called for a vote to approve the change of the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021. A vote was taken to approve the change of the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021 and the vote was unanimous.**

c. Replication of a College of Technology (COT) Program

i. Data Science Option – AS – Capital CC

**Chair Harris called for a motion to approve the Replication of a College of Technology Program, the AS Data Science Option at Capital CC. The motion was moved by H. Howery and seconded by A. Budd.**

Dr. Miah LaPierre-Dreger, Dean of Academic and Student Affairs, and Dr. Andre Freeman, Professor of Mathematics, Program Coordinator of Technology Studies, presented this program for Capital CC which seeks to replicate the existing COT Technology Studies – AS – Data Science Option. The new program will enable graduates to pursue careers in Data Science, expand Capital CC's existing Math and Computer Science STEM offerings, and strengthen Capital CC's relationships with local companies, Travelers. Aetna, The Hartford, and, Guardian, which provide a feeder for students with Data Science degrees. In addition, the AS Data Science Option will enable students to transfer into four-year bachelor's programs in Data Science. Capital CC has decided to postpone the start date of the Option until Fall 2021 due to the COVID-19 Pandemic. Chair Harris noted that CSCU, upon approval of the Capital CC AS Data Science Option program, will have three AS programs in Data Science Option, Tunxis CC, Northwestern CT CC, and Capital CC. We must look closely at new programs based on replication to ensure that there is no unnecessary duplication and to determine how many programs we need and where we need them.

**Chair Harris called for a vote to approve the replication of a College of Technology Program, the AS Data Science Option at Capital CC. A vote was taken to approve the replication of a College of Technology Program, the AS Data Science Option at Capital CC and the vote was unanimous.**

d. New Programs

ii. Health Science – AS – Capital CC

**Chair Harris called for a motion to approve the proposed new Capital CC AS in Health Science. The motion was moved by A. Budd and seconded by N. Cohen.**

Dean Miah LaPierre-Dreger, and, Dr. Dawn Bunting, Director of Nursing, presented this proposed new program for Capital CC. The proposed new AS in Health Science is the first of its kind in CT. Currently Capital CC has a Certificate in Health Science. There are numerous Bachelor of Science degrees in Health Science or like programs. The proposed



new AS in Health Science will provide students with a foundation for health and human services and provide numerous pathways for students to pursue advanced degrees. It will provide graduates with non-clinical employment opportunities and give displaced workers entrée into healthcare fields. Capital CC has over 1,000 Gen Ed students and the program will provide students with the opportunity to move into health-related fields rather than remaining in General Education Studies.

**Chair Harris called for a vote to approve the proposed new AS in Health Science program at Capital CC. A vote was taken to approve the proposed new AS in Health Science program at Capital CC and the vote was unanimous.**

e. BOR Policy: College and Career Success 101

Chair Merle Harris thanked Dr. Greg DeSantis, AVP Student Success and Academic Initiatives, and, Dr. Francine Rosselli-Navarra, Professor of Psychology, Manchester CC, for their hard work on this initiative and noted that the goal of this course is to help increase the graduation rate in the community colleges.

**Chair Harris called for a motion to approve the proposed BOR Policy: College and Career Success 101 course. The motion was moved by N. Cohen and seconded by H. Howery.**

Provost Gates voiced her support for initiatives to increase the student success rates in the CSCU community colleges by reducing the disparity among our students. She stated that we have a moral obligation to ensure that we fulfill the mission of the CSCU community colleges and this initiative will help us to do that.

Dr. DeSantis and Dr. Rosselli-Navarra presented the BOR Policy: College and Career Success 101 (CCS 101) Course. The BOR approved the Guided Pathways initiative two years ago and the first work group that was appointed was the First Year Experience (FYE) work group. The FYE is a cornerstone of the Guided Pathways initiative and the goal is to change the direction of student success across the community colleges, CSCU and the state of CT. The CCS 101 course is a standalone course that will set students in motion to develop individual academic and career plans for college. It will allow students to explore why they are in college, where they might be headed, and, what they need to do to succeed.

Dr. Rosselli-Navarra discussed the process and future direction of the CCS 101 Course. She noted that she appreciated Chair Harris' comments regarding the importance of the curriculum in advancing social justice and equity. The CCS 101 Course was developed by a team of faculty and staff from all twelve community colleges who were involved with First Year Experience (FYE) courses at their home institutions. The FYE workgroup was charged, in Spring 2018, with developing a common FYE course for the consolidated community college. The proposal for the CCS 101 course was finalized in December 2019. Although the course was designed for the future consolidated community college, Manchester CC has adopted the CCS 101 course and Gateway CC has pulled elements from CCS 101 and revised their existing course. In the course, students will develop an individualized academic and career plan. They will also learn college success and interpersonal skills and open their minds to different perspectives and experiences. Dr. Rosselli-Navarra noted that diversity was not a General Education requirement at the time the course was developed. If the course is approved by the BOR, the FYE work group will need to add outcomes to the course that will meet the diversity requirement.

Questions/Recommendations from the Committee included:

- i. *This is a mandatory course that students must take within the first 9 credits of their programs.* Response: Yes. Students will take CCS 101 within the first 9 credits of their program; however, there is flexibility in the proposal. If the proposal is passed, the administration will be required to make recommendations on which students will be exempted from taking CCS 101. The final decision is local.
- ii. *Why is CCS 101 not part of the General Education proposal?* Response: This is a cornerstone of the Guided Pathways initiative. At the start of our work on Guided Pathways, there was only the TAP program. We built CCS 101 in the TAP manner anticipating that the General Education core will have a slot for the course.
- iii. *Community colleges will be mandated to fit CCS 101 into the curriculum.* Response: The policy sets parameters about the course that program leads and curriculum committees would have to follow, like, the General Education Core and the Normalization Policy. Provost Gates reiterated that this is a policy. It does not mandate the specific content of the course. We're asking the BOR to endorse the parameters for the course under the single community college.
- iv. *The net result is to insert the CCS 101 course into programs. If the policy is adopted, programs can't delete or eliminate the course. This course was part of the original General Education proposal. If programs insert a 3-credit course, they would have to reduce or adjust academic content credits. How does the normalization adjustment work?* Response: All requests for program credit exceptions are submitted to Academic and Student Affairs for approval.
- v. *CCS 101 could dilute the academic content of a program. In addition, we will ask students to pay for what they would normally receive through academic advising. There is an extra cost for the three credits and the academic content can't be established yet for CCS 101.* Response: Chair Harris has asked for assurance that there is academic content in CCS 101. She noted reading, writing, and diversity content. Finally, faculty will need to look at CCS 101 to ensure that it is academically sound. Dr. DeSantis noted that research demonstrates that students who take FYEs graduate in less time and with fewer credits accumulated. These students are more likely to complete their programs. Many actually at a lower total cost.
- vi. *Were these studies done in areas where FYE is mandatory for all students? How many of the studies were done with mandatory vs. optional FYE?* Response: The gold standard for research is the randomized controlled trial, and there have been a few such studies examining outcomes for student success/FYE courses. The benefits of the FYE course accrue to students randomly assigned to the course in greater measure than demographically matched control students not assigned to the course.
- vii. *Why was only data for Asnuntuck CC's FYE courses included in the proposal? Other community colleges have FYE courses.* Response: No other community colleges provided outcome data on their FYE courses to the FYE leads. Asnuntuck shared their data in the Advising Leads Council report.
- viii. *Is CCS 101 worth the three credits? Which Learning Outcomes will be designated?* Response: There are currently four learning outcomes. The diversity outcome will be the fifth when it is added. This is a rigorous three-credit class. Assessments were developed for each learning outcome. The Diversity work group will be convened in Fall 2020. The CCS 101 course will be part of the curriculum for the CT Community College curriculum in Fall 2023.

- ix. *Considering the aspects of CCS 101, we must ensure that faculty can teach the course.* Response: CCS 101 provides introductory skills. It is not intended as a writing or oral communication class. There are learning outcomes built into the class. The proposed policy ensures that CCS 101 fulfills one of the General Education core competencies. The proposal does not mandate which competencies since competencies can shift over time. From the start, the FYE work group has recommended the professional development and training for all FYE instructors. The policy includes specific language regarding administrative oversight of the course that should assure ongoing professional development and training for faculty.
- x. *Is CCS 101 expected to meet the diversity requirement?* Response: The expectation is that CCS 101 will meet the diversity requirement based on how diversity is defined by the Diversity Work Group. *The hope was expressed that the course should not meet the diversity course requirement because it aims to do too much. Whether or not CCS 101 meets the diversity requirement will be based on the recommendations of the Diversity Committee.*
- xi. *This proposal went through regular college processes and was rejected by the faculty. This seems to be curriculum.* Response (Chair Harris): Why was this rejected by the campuses? Response: *The faculty was concerned with reducing credits to the required amount, diluting the academic content, and, increasing the number of credits, by three, for which students must pay.* Response (Chair Harris): There can be exceptions to the normalization policy. In the end, CCS 101 can save the students money. They know what they're doing and don't take courses that don't meet their goal.

Regent Cohen reviewed what the Committee is doing and what are the concerns. We are setting a framework for a course (CCS 101) that will be required, in the new One College (2023), for matriculated students in the first nine credits of their program. We outlined what will be in the course. If approved, between now and 2023, CCS 101 will go through course development in which academic content will be considered and if the course can be offered within the normalization policy for a program. Will the course, CCS 101 have to be resubmitted to the BOR for approval or is this that approval? Dr. DeSantis responded that there have been two years of course development thus far and that development will continue by the Work Group and will not come back to the Board.

- xii. *How will the faculty provide input on this course regarding the diversity issue to ensure that their ideas have been heard?* Response: Dr. DeSantis responded that review would be the same for any course, including the diversity courses, to ensure that the courses meet the expectations for the diversity requirement. He stated that it's important that we embed diversity, inclusion, and equity, throughout the student's academic career. Today we are discussing building one small piece, diversity, equity, and inclusiveness, into the CCS 101 course. Eventually, we hope that diversity will be mandated to be infused throughout the coursework in the students' education.
- xiii. *Does this course qualify for Financial Aid?* Response: Yes, if the student is eligible for financial aid.

Regent Cohen noted that she is not in favor of adding onto the 60 credits required to get an Associate's Degree. Dr. DeSantis responded that he fully shares her belief. This is a cornerstone of Guided Pathways, that programs normalize to what is necessary for students to be successful. For most programs, CCS 101 would fit into the 60 credits. In most cases, CCS 101 doesn't add extra credits or increase the number of courses. Adding CCS 101 may

decrease the number of credits attempted because the students are taking the right courses for the right program.

- xiv. *Will there be a protocol that explains to campuses how to determine whether CCS 101 fits into the existing program or if the credits have to be more than 60?* Response: Yes. The policy proposal directs provosts and community college leadership on this issue.
- xv. *Is this a parameter or are we talking about a course? If this passes, programs will be required to add CCS 101. Will other courses be removed to make a place for CCS 101? This proposal directly impacts the curriculum and the legitimacy of programs. We, in the community colleges, want to make sure that students are adequately educated without diluting academic content. The faculty pushed against this proposal when it was put before them. This is why it was removed from the General Education proposal. Let the faculty decide if this is feasible.* Response (Chair Harris): Later in the agenda, we have a progress report on PA (Public Act) 12-40. This came out of the state legislature and is similar to CCS 101. The faculty did not like the proposal but worked with it. It is successful. More students are getting through the system with degrees. In the case of CCS 101, we're not constructing actual course content. Academics and committees will do that. We're moving this initiative in the right direction.

**Chair Harris called for a vote to approve the proposed BOR Policy: College and Career Success 101 course. A vote was taken to approve the proposed BOR Policy: College and Career Success 101 course and it was unanimous.**

f. BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship

**Chair Harris called for a motion to approve the proposed new BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship. The motion was moved by A. Budd and seconded by H. Howery.**

Chair Harris noted that this new policy would allow the CSCU Provost to approve extensions to the teach out dates for students with extenuating circumstances. Regent Cohen asked how the student will be notified and could the ASA Committee get a status report. Chair Harris noted that extending a teach out deadline would be a very rare occurrence. Academic Leaders on the campuses monitor which students haven't completed courses. Each terminated program has to have a teach out date. Provost Gates noted that if a program is discontinued, students would be ineligible for financial aid. This policy needs to be approved by the ASA Committee and moved to OHE to change their data.

**Chair Harris called for a vote to approve the proposed BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship. A vote was taken to approve the proposed BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship and it was unanimous.**

4. Informational Items

a. PA 12-40 Progress Report

Provost Gates commended Dr. Elsa Núñez, VP for State Universities and President, Eastern Connecticut State University, Dr. Mike Butcaris, Interim Dean of Academic Affairs, Mike Stefanowicz, Interim CSCU AVP for Academic and Student Affairs, the PA 12-40 Council, and, Dr. J.D. Mathewson, Sr. Research Associate, Office of Research and System

Effectiveness, for their work on this initiative. Dr. Butcaris presented the PA 12-40 Progress Report and provided the history of the initiative.

This is the sixth full year of the PA 12-40 initiative which was implemented system-wide in Fall 2014. Six cohorts of students have gone through the program since its implementation. When the program started, CT was the state with the largest achievement gap out of the public schools. The CT community colleges have an open-door policy and are committed to providing academic and career opportunities to all CT students including those without the necessary skills while maintaining the quality of coursework. Prior to the passage of PA 12-40, community colleges had multiple layers of developmental course work. After the passage of PA 12-40, for those students in higher developmental levels, an embedded course was added. The two other levels were intensive and transitional. In addition, the use of multiple measures to place students in academic coursework was required. Prior to this, only Accuplacer was used for placement. By 2016, it was the high schools' responsibility to assess students' levels of readiness for college and to work with the community colleges. The purpose of this requirement was to ensure that as few students as possible needed remediation in college. To date, this has not occurred. In addition, the Smarter Balanced Test was to provide the data to community colleges. It was replaced by the SAT and is no longer part of high school placement testing.

Dr. Butcaris stated that the most important reason for the success of PA 12-40 was the English and Math faculty at the community colleges. Two groups of English and Math faculty are working on PA 12-40, CCET and CMAT, respectively. Early in the process of implementing, the faculty expressed concern regarding the law. The PA 12-40 Advisory Group engaged the faculty in local decision making to implement PA 12-40.

Dr. Butcaris discussed the positive results of the PA 12-40 initiative. The group that benefited the most from PA 12-40 is the group that tests just slightly below the cutoff for college coursework. These students, enrolled in the embedded course, are on the border of being ready for entry into English 101, but, needed additional support. Enrollment in English 101, a key course and a prerequisite for other courses, increased. The pass rates increased in English 101; but the Math pass rates did not increase to the degree that those in English 101 did. Most of the students in the developmental courses will not remain full time students; therefore, a 4-5-year graduation rate is more appropriate to determine the success of the program. Dr. Mathewson created an alternate graduation (success) rate to determine the results of the program. The data showed a 2% increase in the graduation rate for the highest group. Pre-PA 12-40, the graduation rate was 19% and Post-PA 12-40, the graduation rate is 21%.

Dr. Butcaris discussed the recommendations of the PA 12-40 Advisory Council. The resources allocated for PA 12-40 at some CT community colleges are not sufficient for every student who qualified for embedded coursework. The Council recommended community colleges make intensive and embedded courses and support available for all students who qualify for them. There should be adequate funding for in-class tutoring and technological support for students in these courses. It's important to research the effectiveness of different forms of curriculum to determine which is more effective across the system. Smaller classes and more time on tasks are important factors in the success of the program. The Council recognizes the need for a limited amount of placement tools; but it recommends exploring new, more efficient, and better options for determining placement. The Council recommended looking at what's happening at the next level, after English 101 and Gateway Math. Dr.

Butcaris reiterated the importance of community colleges' faculty and local administrators in the success of the program.

Chair Harris complimented the PA 12-40 Advisory Council on an excellent report. She noted that the ASA Committee needs to keep following progress on the recommendations in the report. Chair Harris noted that Dr. DeSantis and Dr. Rosselli-Navarra stated that MCC has implemented the CCS 101 course for Fall 2020 and commented that it would be interesting to study the students taking developmental education courses and also the FYE CCS 101 course to determine if taking the CCS 101 course makes a difference with the developmental education population. Dr. Butcaris noted that Norwalk CC has an FYE course with similar content. The FYE course has had some effect but continued support is needed beyond the first year. Dr. Levinson noted that holistic case management will provide support throughout the students' academic careers. The Guided Pathways model will increase advisement significantly.

Questions/Recommendations from the Committee included:

- i. *Regent Cohen noted the sentence in the Recommendations section of the PA 12-40 Report which states, "However, resources impact the extent to which individual colleges are able to make intensive and embedded courses and support available for their students." She asked how much money is required if every student who needs the courses could take them and what is the number of estimated students.* Response: It is hard to quantify the amount of funds needed to support all students who need classes. Embedded classes are smaller and students are getting additional support in the first semester. CCET noted that some community colleges were struggling to provide a seat in these classes for eligible students. In-class tutors were not that expensive per class, but the costs of in-class tutoring would increase for larger community colleges.
- ii. *Regent Budd noted that we lose many students at the outset. She asked why, on Page 9 of the report, the measurement was within three years of attendance.* Response: Dr. Butcaris noted that the students measured either dropped out or repeatedly took courses other than English 101. President Nunez noted that where English 101 is a prerequisite, students take it early in their academic plan. If English 101 is not a prerequisite, students take it later. This varies from college to college. Chair Harris noted that a student can start many programs without taking English 101 early on.
- iii. *Are these students only enrolled in Associate Degree programs?* Response: These students are both Certificate and Associate Degree students.

Chair Harris thanked President Núñez for guiding the PA 12-40 initiative for many years and asked the Council to inform the ASA Committee on the progress of the recommendations and what the Committee can do to assist the process in moving forward.

b. Below Threshold

- i. Acute Care Nurse Practitioner – Adult Gerontology – MS Nursing – Western CT State University [Added additional track]
- ii. Business Administration – MBA - Central CT State University [Modification – Addition of a General Track]
- iii. Counselor Education with Specialization in Clinical Professional Counseling – MS - Central CT State University [Modification]
- iv. Dance Education – PK-12 Teacher Preparation – BS - Central CT State University [Modification]

- v. Geography BA with Specializations in General/Regional Geography, Environmental Geography and Sustainability, and Tourism – BA - Central CT State University [Modification]
- vi. International Studies – BA - Central CT State University [Modification]
- vii. Mathematics – BS (Ed) - Central CT State University [Modification]
- viii. Management Information Systems – BS - Central CT State University [Modification]
- ix. Psychology – MA - Central CT State University [Modification]
- x. Special Education with Specialization in Special Education Teaching – MS - Central CT State University [Modification]

**On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:36 p.m.**



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

### **JOINT MEETING of the HUMAN RESOURCES and ADMINISTRATION AND the ACADEMIC & STUDENT AFFAIRS COMMITTEE**

**Monday July 20, 2020  
1:00 p.m. – via teleconference**

### **MINUTES**

Regents Present: HR and Administration Committee  
Naomi Cohen (Chair), David R. Jimenez, Elease E. Wright

Academic and Student Affairs Committee  
Merle Harris (Chair), Aviva Budd, Holly Howerly, Colena Sesanker

Regents Absent: Richard J. Balducci

Staff Present: Jane Gates, Angelo Simoni Jr., Elsa Nunez, Pat Ryiz, Ernestine Weaver, Andy Kripp

The meeting was called to order at 1:00 p.m. by Chair Merle Harris.

Ernestine Weaver, Counsel, presented the three items to the joint Committee for consideration and approval:

- a. Adoption of “Statement of Policy – Title IX”
- b. Amendment of “Policy regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy”
- c. Amendment of “Student Code of Conduct - Part E: Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports”

Ms. Weaver stated that the BOR policies listed above must be approved by August 14, 2020, to comply with the new Department of Education’s (DOE) requirements for Title IX. Faculty and staff will receive extensive training on the new Title IX regulations after the three policies are approved by the BOR at its meeting on July 29, 2020.



Legal Affairs and Human Resources reviewed and revised the three policies in compliance with the DOE requirements for Title IX. Ms. Weaver discussed the differences among the current Federal, State, and BOR policies and the new Federal Government Title IX provisions and noted that the Federal Title IX policy is not as stringent as the State of CT and BOR policies.

Angelo Simoni, Executive Director for Student Relations and Compliance, discussed the new training and resources for CSCU faculty and staff. CSCU will use the SUNY Consortium/SCI Institute training best practices protocol. Mr. Simoni noted that CSCU Student Affairs, Student Conduct, and Title IX staff were involved in the selection of the SUNY/SCI training program.

Regent Jimenez asked if feedback on the new DOE Title IX provisions was solicited from each campus Title IX coordinator and if the process was inclusive. Ms. Weaver responded that she reached out to all campuses for feedback. A WebEx meeting was held last week for all campus Student Affairs, Student Conduct and Title IX Coordinators. All campus representatives participated.

In response to a question from Chair Harris regarding sexual assaults abroad, Ms. Weaver noted that the process under the Student Code of Conduct would apply in these instances.

In response to requests from Chair Cohen and Regent Budd, Ms. Weaver agreed to make changes to the Confidentiality Section of the Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy by adding off campus counseling and on campus counseling to the list of community college confidential resources.

Chair Cohen asked if there was a timeline for when an investigation needs to start. Ms. Weaver stated that this will be in the procedures. The BOR policy has no timelines. When asked if the BOR policy should have timelines, Ms. Weaver responded that there are so many laws and rules involved and many of them overlap.

Regent Jimenez added that we should and must investigate and hold individuals and leaders responsible through regular auditing and reporting. Ms. Weaver stated that an annual report is submitted to the BOR. This is a statutory requirement.

Chair Cohen asked if there should be annual training and auditing. Mr. Simoni responded that SCI will track training in its database. New Title IX rules require organizations to post all training resources on their websites. SUNY/SCI will manage this.

A discussion was held regarding the CSCU Title IX Coordinators. Comments and questions involved responsibilities, skill sets, and qualifications for coordinators. Questions were raised regarding whether the coordinators must notify campus and system office leadership when a case is closed or when they determined that a case doesn't violate Title IX, and the role of the System Office in the process. Title IX Coordinators decide whether a violation falls under Title IX or the BOR Policy and they inform campus leadership of closed cases. The Regents requested that the policy state that Title IX coordinators must inform campus leadership. Regent Jimenez noted that the process depends heavily on the Title IX Coordinators and suggested the System Office provide a list of CSCU Title IX Coordinators and who oversees them to the members of the two committees and that time be scheduled at a full Board meeting for a discussion of Title IX and related issues. Mr. Simoni noted

that students can file complaints against the campus and on how their cases were handled. The System Office can intervene.

Mr. Simoni also noted that SUNY/CSI will provide training to Title IX Coordinators. He stated that he will share the SUNY/CSI training program and materials with the Committee Members.

Chair Cohen asked if all faculty and students are aware of what they need to do. Mr. Simoni stated that there is signage and that Women's Centers, Student Affairs, and Student Conduct staff work with sexual assault victims. Chair Cohen asked if there was a 24/7 phone number on each campus to which Mr. Simoni replied that CT community colleges don't have 24/7 policing. CSUs do provide a 24/7 number and have MOUs with local agencies. Chair Harris stated that this issue will be moved forward to the BOR.

Chair Harris brought up the issue of an incident happening in an off-campus park or other location not controlled by the university or college. Ms. Weaver stated that this would not fall under Title IX as CSCU does not own or control the property. However, we would still deal with the incident under Connecticut law and/or Board policy.

Regent Cohen noted the four areas of the Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy that will be revised as a result of this meeting:

1. On and off campus language

Under CONFIDENTIALITY:

For the Colleges, confidential resources are limited to entities with statutory privilege, **such as off campus counseling, on campus counseling where available**, and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center.

2. Property of officially recognized student organization

Under SEXUAL MISCONDUCT INVESTIGATION AND PROCEDURES

**(4) the alleged harassment occurred within the United States on property owned or controlled by the institution or any building owned or controlled by a student organization officially recognized by the institution; and**

3. Review by institution president

4. Annual audit.

Added **REVIEW AND AUDIT**

**The Title IX Coordinator will report regularly to the President of the institution all findings on reported sexual misconduct matters. The Title IX Coordinator shall include within its annual Connecticut General Statute 10a-55m Sexual Misconduct Report a separate report specifically disclosing the number of complaints, the subject matter of each complaint and the final outcome of each case processed under Title IX and this will be shared with the HR/ASA joint meeting.**

Ms. Weaver stated that she could make the changes and send the revised policies to the Committee chairs for review.

Chair Harris called for a motion on each of the three policies with the discussed amendments.

Statement of Policy – Title IX

**Chair Harris called for a motion to approve the Statement of Title IX Policy. The motion was moved by Regent Wright and seconded by Regent Howery. Chair Harris called for a vote to approve the Statement of Title IX Policy. A vote was taken and the vote was unanimous.**

Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy

**Chair Harris called for a motion to approve the amended Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy including the revisions to the following two sections: Confidentiality and Sexual Misconduct Investigation and Procedures, and, the addition of the Review and Audit Section. The motion was moved by Regent Budd and seconded by Regent Howery. Chair Harris called for a vote to approve the revisions to the Policy Regarding Sexual Misconduct Reporting, Supportive Measures and Processes Policy. A vote was taken and the vote was unanimous.**

Student Code of Conduct - Part E: Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports

**Chair Harris called for a motion to approve the Student Code of Conduct - Part E: Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports Policy. The motion was moved by Regent Cohen and seconded by Regent Wright. Chair Harris called for a vote to approve the Student Code of Conduct - Part E: Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports Policy. A vote was taken and the vote was unanimous.**

**On a motion by Regent Budd and seconded by Regent Wright, the Regents voted unanimously to adjourn the joint meeting of the joint BOR Human Resources and Administration and the Academic and Student Affairs Committees at 2:18 p.m.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Maintenance Technology (CIP Code: 11.0201 / OHE # 008207) leading to a C2 Certificate at Manchester Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Discontinuation of a program in Computer Maintenance Technology leading to a C2 Certificate at Manchester Community College.

**BACKGROUND**

The Computer Network Maintenance Technology Certificate had declining enrollment, with the last enrollment of three (3) students in Spring Semester 2016. The certificate was a redundant subset of the Computer Network Technology certificate. The Engineering Technology and Computer Science Department noted a declining employer emphasis on hardware maintenance. The program termination went through the local curriculum process in May 2016. At the time, the change was not submitted to the Academic Council (or similar body) and the reasons are unknown.

There is no plan for a phase out/teach out strategy as there are no students enrolled in the program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

09/04/2020 – BOR -Academic and Student Affairs Committee

09/17/2020 – 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> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 5/19/2020	
<b>Discontinued Program:</b> Computer Maintenance Technology Certificate <b>CIP:</b> 110201 <b>OHE#:</b> 008207 <b>BOR Accreditation Date:</b>		
<b>Phase Out /Teach Out Period:</b> None <b>Expected Date of Program Termination:</b> Immediately		
<b>Program Characteristics</b>		
<b>Name of Program:</b> Computer Maintenance Technology		
<b>Degree:</b> Title of Award (e.g. Master of Arts)		
<b>Degree Certificate:</b> (specify type and level) C2		
<b>Stand-Alone Certificate:</b> (specify type and level)		
<b>Modality of Program:</b> <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
<b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
<b>Institution's Unit</b> (e.g. School of Business) <b>and Location</b> (e.g. main campus) <b>offering the Program:</b> Engineering Technology and Computer Science		
<b>Institutional Contact for this Proposal:</b> Dr. Tuesday L. Cooper	<b>Title:</b> Interim Dean of Academic Affairs	<b>Tel.:</b> 860.512.2602 <b>e-mail:</b> tcooper@mcc.commnet.edu

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

**Narrative**

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

The Computer Network Maintenance Technology Certificate had declining enrollment, with the last enrollment of three (3) students in Spring Semester 2016. The certificate was a redundant subset of the Computer Network Technology certificate. Department noted a declining employer emphasis on hardware maintenance. The program termination went through the local curriculum process in May 2016. At the time, the change was not submitted to the Academic Council (or similar body) and the reasons are unknown. The application for discontinuation is submitted to retroactively communicate the change as an informational item.

**Phase Out/Teach Out Strategy**

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

There is no plan for a phase out/teach out strategy as there are no students enrolled in the program.

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

**SECTION 3: RESOURCES**

**Close Out**

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

The certificate program discontinuation requires no additional financial or staff resources as the certificate is no longer offered. There are no faculty, materials, inventory nor indirect program costs associated solely with the certificate program.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

None

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Criminal Justice-Homeland Security (CIP Code: 43.0107 / OHE # 016476) leading to a C2 Certificate at Manchester Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Discontinuation of a program concentration in Criminal Justice-Homeland Security leading to a C2 Certificate at Manchester Community College.

**BACKGROUND**

The Criminal Justice – Homeland Security Certificate had declining enrollment prior to Fall Semester 2015. There were ten completers between AY 2013-14 and 2017-18. Three of the required courses (CJS 106: Introduction to Homeland Security; CJS 160: Introduction to Emergency Management; and CJS 133: Police Response to Tactical/Hostage Situations) have not been offered in several consecutive semesters and/or have been cancelled due to low enrollment (demonstrating a declining student interest). The program termination went through the local curriculum process in February 2019. At the time, the change was not submitted to the Academic Council. The application for discontinuation is submitted to retroactively communicate the change

There is no plan for a phase out/teach out strategy as there are no students enrolled as first majors in the program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

09/04/2020 – BOR -Academic and Student Affairs Committee

09/17/2020 – 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> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 5/19/2020	
<b>Discontinued Program:</b> Criminal Justice – Homeland Security Certificate <b>CIP:</b> 430107 <b>OHE#:</b> 016476 <b>BOR Accreditation Date:</b>		
<b>Phase Out /Teach Out Period:</b> None <b>Expected Date of Program Termination:</b> Immediately		
<b>Program Characteristics</b>		
<b>Name of Program:</b> Criminal Justice – Homeland Security		
<b>Degree:</b> Title of Award (e.g. Master of Arts)		
<b>Degree Certificate:</b> (specify type and level) <b>C2</b>		
<b>Stand-Alone Certificate:</b> (specify type and level)		
<b>Modality of Program:</b> <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
<b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
<b>Institution's Unit</b> (e.g. School of Business) <b>and Location</b> (e.g. main campus) <b>offering the Program:</b> Social Sciences, Business and Professional Careers		
<b>Institutional Contact for this Proposal:</b> Dr. Tuesday L. Cooper	<b>Title:</b> Interim Dean of Academic Affairs	<b>Tel.:</b> 860.512.2602 <b>e-mail:</b> tcooper@mcc.commnet.edu

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

**Narrative**

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

The Criminal Justice – Homeland Security Certificate had declining enrollment prior to Fall Semester 2015. There were ten completers between AY 2013-14 and 2017-18. Three of the required courses (CJS 106: Introduction to Homeland Security; CJS 160: Introduction to Emergency Management; and CJS 133: Police Response to Tactical/Hostage Situations) have not been offered in several consecutive semesters and/or have been cancelled due to low enrollment (demonstrating a declining student interest). The program termination went through the local curriculum process in February 2019. At the time, the change was not submitted to the Academic Council. The application for discontinuation is submitted to retroactively communicate the change as an informational item.

**Phase Out/Teach Out Strategy**

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

There is no plan for a phase out/teach out strategy as there are no students enrolled as first majors in the program.

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

**SECTION 3: RESOURCES**

**Close Out**

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

The certificate program discontinuation requires no additional financial or staff resources as the certificate is no longer offered. There are no faculty, materials, inventory nor indirect program costs associated solely with the certificate program.

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

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

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

None

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Accreditation

September 17, 2020

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Registered Medical Technician (CIP Code: 51.0801 OHE # 18544) leading to an Associate of Science at Asnuntuck Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Continued Accreditation of a program in Registered Medical Technician leading to an Associate of Science at Asnuntuck Community College.

**BACKGROUND**

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

**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 5

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 26.47

Difference: 21.47

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$306,898

Total Expenditures apportioned to program in its Year 3: \$277,131

Difference: \$29,767

Learning Outcomes

The Registered Medical Assistant Associates Degree program prepares students to sit for a voluntary national certification exam sponsored by the American Medical Technologists (AMT). The AMT is a nationally and internationally recognized certification agency for allied health professionals. Upon passing the national exam, students are able to work in any state and perform all duties required of a registered medical assistant under the direct supervision of a physician.

The learning outcomes proposed for the Registered Medical Assistant (RMA) AS program at Asnuntuck Community College have been assessed successfully as stated. Most of the proposed outcomes were assessed by written testing which reflected the scope of knowledge needed to move through the program. The final course taken in the last semester of the program is MED\*280: Medical Assistant Externship. The students must qualify for externship by earning grades of C- or higher in all of the required courses in the degree program.

The clinical based outcomes relating to direct patient care are assessed by written testing, clinical testing, and clinical competency. The passing score for a written clinical test is 70% and 85% on a clinical exam or a clinical competency. Clinical exams and clinical competencies are assessed by rubric checklists. A critical thinking component has been added to the clinical based outcomes, which enables the student to be assessed on responses to real life situations that they may encounter in healthcare.

The outcome stating that the students will earn certification as an RMA by passing a national certification exam administered by the American Medical Technologists upon program completion is assessed by review of student pass rate. Data collected from the American Medical Technologists from the Spring of 2018 to the Spring of 2019, indicates that 20 students from ACC having taken and passed the exam resulting in a 100% pass rate. In 2017, the national pass rate stated by the American Medical

Technologists was 81% showing that Asnuntuck students pass rate surpassed the national average. Further review of these same 20 students reveals that 19 of the 20 students earning national certification secured employment as a medical assistant resulting in a 95% employment rate in this same time frame. In November 2019 local employers came to ACC to participate in job recruitment events and interviewed students for employment opportunities.

**PROGRAM CHANGES**

No curriculum changes have been made to the program's curriculum since it was approved by the BOR in 2017. One online course option (MED\*170: Law & Ethics for Health Careers) has been added as an optional course format, although the course is also offered in the traditional on-ground format. The online course format provides students with an option related to whether they take the course in a traditional on-ground format or online format.

One temporary full-time instructor was hired due to the Allied Health Program Coordinator's 6-credit release that did not allow for full-time faculty coverage for teaching and advising students. The temporary full-time instructor was brought over to Academic Affairs from the Continuing Education division of Asnuntuck.

**ADDITIONAL INFORMATION**

The employment market projects an increase in demand for medical/clinical assistants in Connecticut over the next 7-years. Based on information from JobsEQ, as of the fourth quarter in 2019 the total employment for occupations linked to Medical/Clinical Assistant in Connecticut was 8,327. Over the past three years, linked occupations added 824 jobs in the region and are expected to need in aggregate approximately 7,156 newly trained workers over the next seven years.

**RECOMMENDATION**

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

09/04/2020 – BOR Academic & Student Affairs Committee

09/17/2020 – Board of Regents

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

## SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College

Date of Submission to CSCU Office of the Provost: 5/20/2020

Most Recent NECHE Institutional Accreditation Action and Date: **10 Year Comprehensive Evaluation in 2015 (April 5, 2016); Second Chance Pell Program locations (October 22, 2018)**

## Program Characteristics

Name of Program: **Registered Medical Assisting**Degree: Title of Award (e.g. Master of Arts) **AS**

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

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

Semester Date Program was Initiated: **Spring 2017**Year 3 – 7<sup>th</sup> Semester Date: Spring 2019Date of First Graduation: **Spring 2018**Modality of Program: ☒ On ground ☐ Online ☐ Combined

If "Combined", % of fully online courses?

Locality of Program: ☒ On Campus      ☐ Off Campus      ☐ Both

## Program Credit Distribution

# Credits in General Education: 22

# Credits in Program Core: 38

# Credits of Electives in the Field: 0

# Credits of Other Electives: 0

# Cr Special Requirements (include internship, etc.): **4**

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

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **38**

Date of BOR Approval: **May 11, 2017** CIP: 51.0801 OHE#: 18544

Institutional Contact for this Proposal: Teresa Foley, PhD

**Title: Interim Dean of Academic Affairs**

Tel.: 860-253-3137 e-mail:  
tfoley@asnuntuck.edu

## SECTION 2: PERFORMANCE INDICATORS

## Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 5

Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester: 26.47

*Difference: 21.47*

## Cost Effectiveness

Total Revenue generated by program during its Year 3: \$306,898

Total Expenditures apportioned to program in its Year 3: \$277,131

*Difference: \$29,767*

## Learning Outcomes

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

The Registered Medical Assistant Associates Degree program prepares students to sit for a voluntary national certification exam sponsored by the American Medical Technologists (AMT). The AMT is a nationally and internationally recognized certification agency for allied health professionals. Upon passing the national exam, students are able to work in any state and perform all duties required of a registered medical assistant under the direct supervision of a physician.

The learning outcomes proposed for the Registered Medical Assistant (RMA) AS program at Asnuntuck Community College have been assessed successfully as stated. Most of the proposed outcomes were assessed by written testing which reflected the scope of knowledge needed to move through the program. The final course taken in the last semester of the program is MED\*280: Medical

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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#### APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

Assistant Externship. The students must qualify for externship by earning grades of C- or higher in all of the required courses in the degree program.

The clinical based outcomes relating to direct patient care are assessed by written testing, clinical testing, and clinical competency. The passing score for a written clinical test is 70% and 85% on a clinical exam or a clinical competency. Clinical exams and clinical competencies are assessed by rubric checklists. A critical thinking component has been added to the clinical based outcomes, which enables the student to be assessed on responses to real life situations that they may encounter in healthcare.

The outcome stating that the students will earn certification as an RMA by passing a national certification exam administered by the American Medical Technologists upon program completion is assessed by review of student pass rate. Data collected from the American Medical Technologists from the Spring of 2018 to the Spring of 2019, indicates that 20 students from ACC having taken and passed the exam resulting in a 100% pass rate. In 2017, the national pass rate stated by the American Medical Technologists was 81% showing that Asnuntuck students pass rate surpassed the national average. Further review of these same 20 students reveals that 19 of the 20 students earning national certification secured employment as a medical assistant resulting in a 95% employment rate in this same time frame. In November 2019 local employers came to ACC to participate in job recruitment events and interviewed students for employment opportunities

#### SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

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

No curriculum changes have been made to the program's curriculum since it was approved by the BOR in 2017. One online course option (MED\*170: Law & Ethics for Health Careers) has been added as an optional course format, although the course is also offered in the traditional on-ground format. The online course format provides students with an option related to whether they take the course in a traditional on-ground format or online format.

One temporary full-time instructor was hired due to the Allied Health Program Coordinator's 6-credit release that did not allow for full-time faculty coverage for teaching and advising students. The temporary full-time instructor was brought over to Academic Affairs from the Continuing Education division of Asnuntuck.

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

The employment market projects an increase in demand for medical/clinical assistants in Connecticut over the next 7-years. Based on information from JobsEQ, as of the fourth quarter in 2019 the total employment for occupations linked to Medical/Clinical Assistant in Connecticut was 8,327. Over the past three years, linked occupations added 824 jobs in the region and are expected to need in aggregate approximately 7,156 newly trained workers over the next seven years.



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**Snapshot of Occupations Linked to Medical/Clinical Assistant in Connecticut<sup>1</sup>**

SOC	Occupation	Current						3-Year History	7-Year Forecast				
		Empl	Avg Ann Wages <sup>2</sup>	LQ	Unempl	Rate	Online Job Ads <sup>3</sup>	Ann %	Total Demand	Exits	Transfers	Empl Growth	Avg Ann Growth %
31-9092	Medical Assistants	8,327	\$38,400	1.06	164	2.0%	360	3.5%	7,156	2,693	3,734	730	1.2%
	<b>Total - Linked Occupations</b>	<b>8,327</b>	<b>\$38,400</b>	<b>1.06</b>	<b>164</b>	<b>2.0%</b>	<b>360</b>	<b>3.5%</b>	<b>7,156</b>	<b>2,693</b>	<b>3,734</b>	<b>730</b>	<b>1.2%</b>
	<b>Total - All Occupations</b>	<b>1,783,540</b>	<b>\$60,200</b>	<b>1.00</b>	<b>68,073</b>	<b>3.7%</b>	<b>67,774</b>	<b>0.0%</b>	<b>1,262,244</b>	<b>566,333</b>	<b>746,165</b>	<b>-50,254</b>	<b>-0.4%</b>

Source: [JobsEQ®](#)

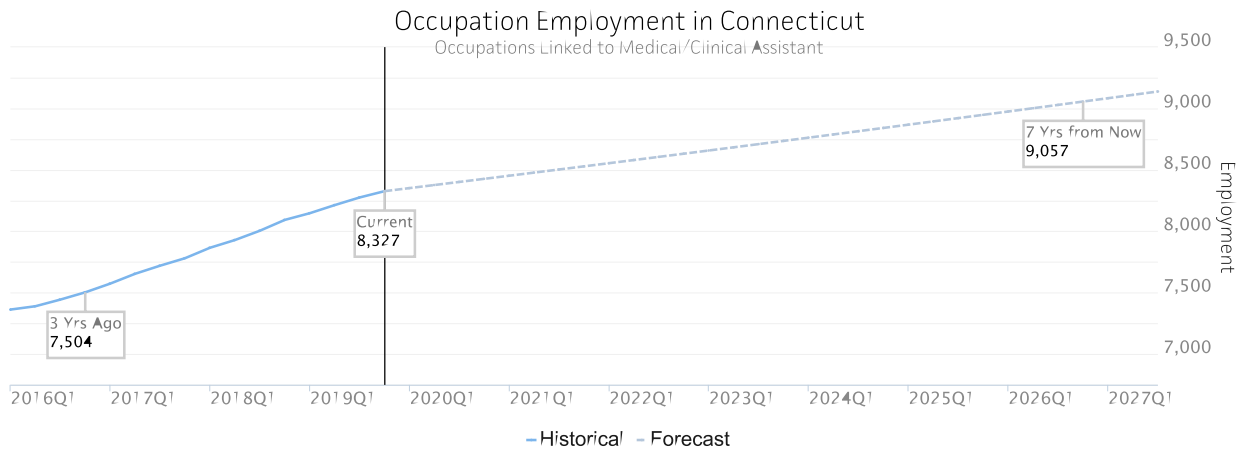
Data as of 2019Q4 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2018 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).



Source: JobsEQ®, Data as of 2019Q4. The shaded areas represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2019Q2, imputed where necessary with preliminary estimates updated to 2019Q4. Wages by occupation are as of 2018 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

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

None

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

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

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Total Other Credits Required to Issue Credential				

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

None

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

None

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**SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN**

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

The Registered Medical Assisting (RMA) program migrated from noncredit to credit in the Fall of 2016, thus the calculation of revenues and expenditures is hard to assess early on in the credit program. Certain courses included credit and noncredit students in order to teach out the program for noncredit students.

Currently there are two full-time faculty members teaching in the RMA program who are helping to foster growth and development of the program. The Allied Health Program Coordinator has two 3-credit course releases to manage the program per the bargaining unit, which then requires the employment of two additional adjuncts to teach sections of program courses. This Coordinator position incurs an additional cost not seen with most departments.

RMA shares faculty with the certificates of Certified Phlebotomy Technician, Certified Administrative Medical Office Skills Certificate, Health Information Management Technician Certificate, and Massage Therapy A.S. degree. These three certificates and the Massage Therapy A.S. degree were approved by the BOR in 2018, and they have several courses that overlap with RMA. As a result, the RMA course enrollments are beginning to increase.

When looking at the financial projections in Section 5 of this report the size of the deficit over the next three years is projected to decrease. In addition, the reporting of the number of RMA A.S. students only includes students who declare the RMA A.S. degree as their “primary program.” This leaves out students who declare the RMA Certificate as their “primary program” and the RMA A.S. degree as their “secondary program.” This is despite the fact that some of the RMA Certificate students also obtain the RMA A.S. degree. Thus the enrollment in both the RMA A.S. degree and Certificate programs need to be viewed together in order to obtain a clear sense of the size of the RMA program overall. Viewing both programs together also results in a positive revenue stream for the program in time.

Overall, the graduates from these certificates and programs are highly employable and they successfully complete national exams at 100%. Both the RMA A.S. degree and Certificate programs have grown in enrollment over the past years and should continue to grow. Finally, increased and targeted marketing in the north central area of Connecticut and the south central area of Massachusetts will continue for the RMA program overall to attract more students.

**Improvement Plan**

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

One of the administrative issues discovered through this examination of the RMA A.S. degree program is that some students matriculate into the RMA Certificate program as their “primary program” and the RMA A.S. degree as their “secondary program.” The Certificate and A.S. degree programs were designed in a stackable sequence so that students would matriculate into both programs, information in Banner indicates that the vast majority of students matriculate into the A.S. degree program (see table below).

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**Connecticut State Colleges & Universities System Office**  
*APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM*

**Registered Medical Assistant Program Enrollment**

**RMA Certificate Program**

<b>MJ92</b>	<b>Full-time FTE</b>	<b>Part-time FTE</b>	<b>Total FTE</b>	<b>Headcount</b>
Fall 2016	0	2.13	2.13	4
Spring 2017	0.87	2.27	3.13	5
Fall 2017	2.8	1.67	4.47	6
Spring 2018	2.8	1.33	4.13	6
Fall 2018	0	1.13	1.13	2
Spring 2019	3.67	0.67	4.33	5
Fall 2019	2.8	2.67	5.47	8
Spring 2020	1.93	1.33	3.26	5

**RMA A.S. Degree Program**

<b>MA37</b>	<b>Full-time FTE</b>	<b>Part-time FTE</b>	<b>Total FTE</b>	<b>Headcount</b>
Fall 2018	25.13	18.47	43.60	59
Spring 2019	35.53	20.13	55.67	76
Fall 2019	22.20	26.67	48.87	70
Spring 2020	14.8	11.67	26.47	39

**RMA A.S. Degree Program + RMA Certificate Program**

<b>MA37+MJ92</b>	<b>Full-time FTE</b>	<b>Part-time FTE</b>	<b>Total FTE</b>	<b>Headcount</b>
Fall 2018	25.13	19.60	44.73	61
Spring 2019	39.20	20.80	60.00	81
Fall 2019	25.00	29.34	54.34	78
Spring 2020	16.73	13.0	29.73	44

When the number of graduates in the RMA Certificate and A.S. degree programs are compiled there are a total of 64 students who have earned a RMA Certificate since Spring 2017 and 13 students have earned an RMA A.S. degree. Five students have earned both the RMA Certificate and A.S. degree during this time period.

<b>Semester</b>	<b>RMA Certificate (MJ92)</b>	<b>RMA A.S. Degree (MA37)</b>
Spring 2017	3	0
Summer 2017	8	0
Fall 2017	5	0
Spring 2018	11	3
Summer 2018	4	1
Fall 2018	11	1
Spring 2019	7	2
Summer 2019	5	1

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***APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM***

Fall 2019	6	3
Spring 2020	4	2
<b>Total</b>	<b>64</b>	<b>13</b>

**Curricular Change**

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

We are satisfied with the degree to which students are able to achieve the program's Learning Outcomes

<b>SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES</b>
<i>(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)</i>

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**APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM**

**Resources and Costs Estimates Form**  
(Whole Dollars Only)

<b>PROJECTED Program Revenue</b>	Year 1 (2020-2021)		Year 2 (2021-2022)		Year 3 (2022-2023)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers) (includes Fall, Spring, & Summer)	116,899	2,644	201,753	16,380	276,120	30,778
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
<b>Actual Program Revenue</b>	116,899	2,644	201,753	16,380	276,120	30,778
<b>Projected Revenue (at Licensing)</b>						
<b>Difference: Actual - Projected</b>						

<b>PROJECTED Program Expenditures*</b>	Year 1 (2020-2021)		Year 2 (2021-2022)		Year 3 (2022-2023)	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)	26	150,844	26	159,186	26	167,958
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services) (i.e., fringe**)	26	98,049	26	103,472	26	109,173
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
<b>Total Annual Expenditures</b>	26	248,893	26	262,658	26	277,131

Balance (i.e., revenue minus expenses) = Year 1 (2020-2021) = (\$129,350); Year 2 (2021-2022) = (\$44,525); Year 3 (2022-2023) = \$29,767

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

*Please provide any necessary annotations below:*

\*\*Fringe for adjuncts teaching in the RMA A.S. program was added under the expenditure category of "Other" to account for the full cost of adjuncts teaching in the program.

The nature of the RMA A.S. program is such that students typically take three full semesters of courses and then an externship experience in their fourth term. Thus, the full cost and revenue of the program needs to be determined based on four full-terms of course work which may include both Summer and Winter terms. With this in mind, examination of the financial balance (i.e., revenue minus expenses) of the program is such that in projection of the next three years of the program results in a loss of

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities System Office**

***APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM***

(\$129,350) in year 1 (2020-2021), a loss of (\$44,525) in year 2 (2021-2022), and a gain of \$29,767 in year 3 (2022-2023). Thus, the size of the loss is projected to significantly decrease over time and eventually result in a surplus.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Business Administration (CIP Code: 52.0101 / OHE# TBD), specifically the addition of online modality to traditional program delivery – leading to an Associate of Science at Manchester Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Modification of a degree program in Business Administration, specifically the addition of online modality to traditional program delivery, leading to an Associate of Science at Manchester Community College.

**BACKGROUND**

The current Business Administration Career, A.S. degree program has been available to students for well over 25 years. Over the past 10 years, MCC has awarded 180 degrees to students who have completed the program. MCC currently has 127 students enrolled in the program. The desire and need for online courses can be summarized by their growth. MCC began offering online courses in the business department in the Fall of 2000. Since then, online course offerings have exploded, with approximately 15 online business courses per semester, with a total of 20-25 sections. All of the courses in the program are offered online in the Fall, 95% are offered in the Spring, 75% are offered in the Winter and 90% in the Summer.

According to Inside Higher Education (1), the proportion of all students who were enrolled exclusively online grew to 15.4 percent (up from 14.7 percent in 2016), or about one in six students. The share of all students who mixed online and in-person courses grew slightly faster, to 17.6 percent in 2017 from 16.4 percent in 2016.

This program addresses geographical disparities as well as students with disabilities that find it difficult to make it to campus.

No additional faculty or equipment are needed to offer the program as the courses are currently being offered. Marketing funds of approximately \$5,000 are requested for online advertising and promotion of the program, with a maintenance amount of approximately \$2,000 per year after the initial launch of the program. A course release is requested for a faculty member for the Fall and Spring semester (6 credits) to oversee the implementation of the program. After the first year, a 3-credit course release is needed to sustain the program. The release time would be used to:

- Advise students in the program and follow up on any problems/issues as they occur
- Host open houses and recruiting events
- Audit our services to ensure all services can be provided online, i.e. Registration, add/drop, financial aid to name a few
- Designate a contact person for the program
- Ensure necessary courses continue to be scheduled
- Establish transfer agreements with online institutions

**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.

06/05/2020 – BOR -Academic and Student Affairs Committee  
06/18/2020 – Board of Regents

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

**MODIFICATION OF INSTRUCTIONAL DELIVERY**

**Institution:** Manchester Community College      Date of Submission to CSCU Office of the Provost: 06/03/2020

Name of Program: Business Administration Career, A.S.

Type of Credential (e.g. Associate Degree, Grad Certificate) **Business Administration, A.S.**

CIP Code Number 52-0101      Title of CIP Code Business/Commerce, General  
 0101

OHE# 52-

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

**MODIFIED:** Modality of Program -      On ground      Online      X Combined  
 If "Combined", % of fully online courses? 60%

**Directions:** See “Addressing Identified Needs” in Section 2 of the *Application for New Program Approval* and state the need(s) to be addressed by the proposed academic program and the manner in which the proposed program would address the described need(s).

Accelerated and online programs are an excellent solution for non-traditional students who are comfortable with technology and open to a virtual and cohort learning experience. The flexibility and convenience of this online/hybrid program-allow students to have a high-quality academic experience that fits their needs. They can pursue their educational goals and gain practical knowledge while balancing a busy family schedule and work commitments.

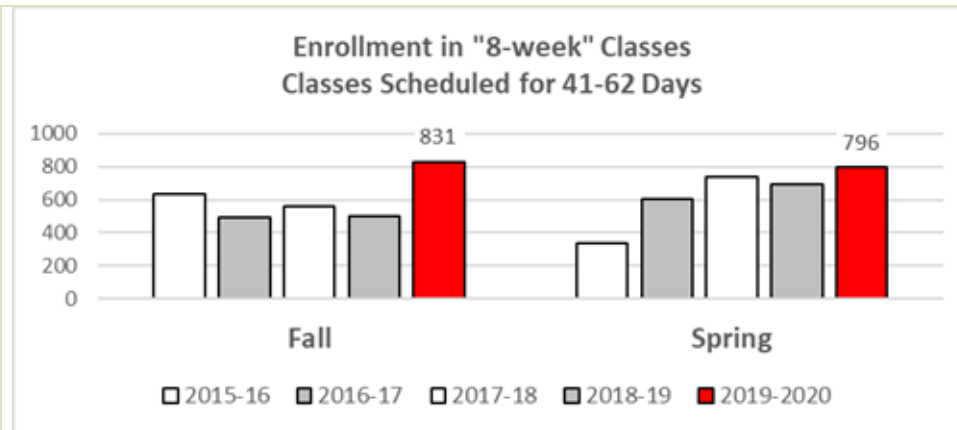
According to *Inside Higher Education*, the share of all students who mixed online and in-person courses grew slightly faster, to 17.6 percent in 2017 from 16.4 percent in 2016. The opportunity to experience the best of both worlds in an accelerated cohort format is an opportunity that doesn’t currently exist in the state. At Manchester Community College, you can see the increase in demand for online courses in the chart below. The demand for online courses is on the rise.

MCC Course offerings by format

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
HYBR	1%	1%	2%	1%	2%	3%	2%
ONLN	7%	8%	10%	11%	11%	12%	13%
TRAD	90%	90%	88%	87%	85%	84%	83%

Our 8 week offerings have expanded during this time as well.

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



One of the strengths of the Institution is the faculty, affordability, and flexibility of programs. This program capitalizes on the faculty's ability to teach online and in 8- week formats and opens our Institution to prospective students outside of our trade area.

Students have been completing this program (on-ground) and transferring to CSCU institutions since its inception. Formal agreements would be established once the program is approved.

There is no other Accelerated Business Administration A.S. degree (Cohort Model) offered by any CSCU institution.

**Fiscal Impact:** (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.)

No additional faculty or equipment is needed to offer the program. The majority (70%) of the courses in the program are being offered online or an 8 week hybrid format. There are courses that need to be converted or designed to fit in the 8 week online or hybrid structure. Faculty in English, Communications, Legal and Math have agreed to design or adapt courses to fit the format of the program once approved.

Marketing funds of approximately \$5,000 is recommended for advertising and promotion of the program. We recommend a maintenance amount of approximately \$2,000 per year after the initial launch of the program. Course releases should be considered for a faculty member for the first year (6 credits) to oversee the implementation of the program. After the first year, a 3-credit course release is needed to sustain the program. The release time would be used to:

- Host open houses and recruiting events
- Audit our services to ensure all services can be provided online, i.e. Registration, add/drop, financial aid to name a few.
- Designate a contact person for the program
- Ensure necessary courses continue to be scheduled

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*APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –*  
***MODIFICATION OF ACCREDITED PROGRAM***

- Establish transfer agreements with online institutions
- Meet with and coordinate with faculty in the program
- Address the nuances and issues of a new program so that it runs smoothly
- Orientation at the beginning of the program each year
- Organizing Cohort activities
- Advising and meeting with students in the program – I anticipate a lot of current students will want to move into this program so I anticipate a significant amount of advising. Advising will be needed for students who leave the program and rejoin later or move into the general student population
- Coordinating the academic schedule and growing the program to possibly have two or more cohorts

**Institutional Contact for this Request:** Douglas  
Dorsey

**Title:** Associate  
Professor of Business

**Tel.:** 860-512-2630  
**e-mail:** DDorsey@mcc.comment.edu

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

Exhibit 1

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

Instructional_Method	ONLN				
Sum of Enroll	AcYr				
<u>SubjCrs</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>
<u>Grand Total</u>	<u>3695</u>	<u>3908</u>	<u>3935</u>	<u>3832</u>	<u>4140</u>
1 SOC*B101	141	108	127	134	140
2 COM*B154	30	20	65	136	139
3 ENG*B101	116	149	127	104	132
4 ART*B101	74	84	80	52	130
5 PSY*B111	122	163	104	102	111
6 BMG*B204	70	109	82	112	110
7 ACC*B115	93	110	104	108	108
8 ACC*B117		28	50	81	108
9 BMG*B202	95	81	80	106	108
10 BBG*B101	71	136	127	135	106
11 ECN*B102	102	105	109	80	84
12 BIO*B111	70	55	82	77	83
13 ECN*B101	98	123	108	114	82
14 CSA*B105	67	55	52	52	80
15 ENG*B110	136	88	107	110	80
16 IDSB101	44	52	53	102	80
17 BOT*B180	55	97	98	55	73
18 BMG*B210	50	48	61	61	63
19 MAT*B109	45	49	51	59	58
20 POL*B111	49	57	55	56	58
21 BBG*B234	24	26	24	59	57
22 AST*B101	50	24	51	54	56
23 BFN*B201		28	55	54	56
24 HUM*B101	100	112	56	56	56
25 BMK*B201	48	56	55	56	55

Exhibit 2 Designates not offered online that semester

Business Administration Career A.S.

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

	SEMESTER OFFERED ONLINE			
	Fall	WTR	SPR	SUM
ACC* 115: Financial Accounting 3 Credits	Y	Y	Y	Y
BBG* 101: Introduction to Business 3 Credits	Y	Y	Y	Y
ENG* 101: Composition 3 Credits (Gen Ed - English)	Y		Y	Y
COM* 172: Interpersonal Communication 3 Credits	Y			Y
BFN* 111: Financial Literacy 3 Credits	Y		Y	
Subtotal: 16				
ECN* 101: Principles of Macroeconomics 3 Credits (Gen Ed - Social Sciences)	Y	Y	Y	Y
ACC* 117: Principles of Managerial Accounting 3 Credits	Y	Y	Y	Y
BMG* 202: Principles of Management 3 Credits	Y	Y	Y	Y
MAT 109: Quantitative Literacy (Gen Ed - Mathematics )	Y		Y	
BMG* 204: Managerial Communication 3 Credits	Y	Y	Y	Y
Subtotal: 15				
BMG* 210: Organizational Behavior/PSY 247 Industrial and Organizational Behavior	Y	Y	Y	Y
ART 101 - Art History (Gen Ed - The Arts)	Y	Y	Y	Y
Business Elective (Choose any ACC*, BBG*, BES*, BFN*, BMG*, BMK*, CST*, ECN*, or MAT* course) 3 Credits				
ECN 102: Microeconomics	Y		Y	Y
Free elective 3 credits ‡	Y	Y	Y	Y
BBG* 234: Legal Environment of Business 3 Credits	Y	Y	Y	Y
Subtotal: 15				
Business Elective	Y	Y	Y	Y
(Choose any ACC*, BBG*, BES*, BFN*, BMG*, BMK*, CST*, ECN*, or MAT* course) 3 Credits				
BMK* 201: Principles of Marketing 3 Credits	Y	Y	Y	Y
Choose one course from Gen Ed - Physical and Natural Sciences 3-4 Credits				
AST 101 - Astronomy	Y	Y	Y	Y
Business Elective	Y	Y	Y	Y
(Choose any ACC*, BBG*, BES*, BFN*, BMG*, BMK*, CST*, ECN*, or MAT* course) 3 Credits				
Free elective 3 Credits ‡	Y	Y	Y	Y
Subtotal: 15-16				

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**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Information Management (CIP Code: 51.0713 / OHE# 17387), specifically modification of courses, course substitutions, change in program title to Health Information Technology, and change in CIP code to 51.0707 – leading to an Associate of Science at Middlesex Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Modification of a degree program in Health Information Management, specifically modification of courses, course substitutions, and change in program title, leading to an Associate of Science at Middlesex Community College.

**BACKGROUND**

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) requires that accredited programs meet the American Health Information Management Association (AHIMA) Council for Excellence in Education (CEE) 2018 Associate Degree Curriculum Competencies by Fall semester 2021. The Middlesex Community College Health Information Management A.S. degree program was accredited by CAHIIM in August 2019. The course outcomes and course description changes reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that five HIM course numbers are utilized on other community college campuses and the course do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue. The program accrediting body (CAHIIM) requires that transfer credit for HIM program courses only be accepted from CAHIIM-accredited institutions and the unique course numbers will eliminate confusion regarding transfer credit.

The program name change from Health Information Management (HIM) to Health Information Technology – Data Management (Hit-DM) provides clarity on the nature of the program and consistency with naming conventions at other CAHIIM-accredited institutions for the associate degree level Health Information Management programs. The AHIMA CEE 2018 Associate Degree Curriculum Competencies require that MxCC designate a track for the program; the options were either Data Management (DM) or Revenue Management (RM). On the advice of the HIM Program Advisory Board, MxCC will follow the Data Management track.

CIP Code Change: CIP Code represents a Health Information technology program that leads to working as an HIM technician. MxCC's program is a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited program that leads to eligibility for the American Health Information Management Association (AHIMA) certification as a Registered Health Information Technician (RHIT). The 51.0707 designation accurately reflects the program's content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Health Information Management students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

The program addresses the need for credentialed health information professionals in Connecticut. This program is the only associate degree level program in Connecticut with CAHIIM

accreditation. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as Registered Health Information Technicians (RHIT). The RHIT prepares graduates for roles such as: Health Information Technician, Data Application or System Analyst, EHR Implementation Specialist or Implementation Support Analyst, Meaningful Use Specialist, Integration Analyst, Privacy Officer, and Health information Manager.

**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.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 4/22/2020
Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation March 2014	
<b>Original Program Characteristics</b> CIP Code No. 51.0713    Title of CIP Code Medical Insurance Coding Specialist/Coder Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) <b>Associate in Science</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: Spring 2014    OHE#: 17387 Modality of Program:    On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 93% (based on courses that are available as online option) Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 22 # Credits in Program Core Courses: 35 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>60</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input checked="" type="checkbox"/> Change of Degree Title or Program Title *Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.	
<b>Modified Program Characteristics</b> Name of Program: Health Information Technology – Data Management Degree: Title of Award (e.g. Master of Arts) <b>Associate in Science</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Spring 2021 Modality of Program:    On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 93% (based on estimated number of courses with online option) Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: 22 # Credits in Program Core Courses: 35 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 38
Total Number of courses and course credits to be modified by this application: <b>8 courses/22 credits</b>	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued:            CIP:            OHE#:            Accreditation Date: Phase Out Period                      Date of Program Termination	
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: The Middlesex HIM A.S. degree program was granted CAHIIM Accreditation in August 2019. As an accredited program, Middlesex is required to comply with revised curriculum competencies by 9/1/2021.</li> </ul>	

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

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- If program prepares graduates eligibility to state/professional license, please identify: Eligible for AHIMA Registered Health Information Technician (RHIT) certification.

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

**Institutional Contact for this Proposal:** Jill Flanigan    Title: HIM Program Coordinator    Tel.: 860-343-5791    e-mail: jflanigan@mxcc.edu

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

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

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) requires that accredited programs meet the American Health Information Management Association (AHIMA) Council for Excellence in Education (CEE) 2018 Associate Degree Curriculum Competencies by Fall semester 2021. The Middlesex Community College Health Information Management A.S. degree program was accredited by CAHIIM in August 2019. The course outcomes and course description changes reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that five HIM course numbers are utilized on other community college campuses and the course do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue. Our accrediting body (CAHIIM) requires that transfer credit for HIM program courses only be accepted from CAHIIM-accredited institutions and the unique course numbers will eliminate confusion regarding transfer credit.

The program name change from Health Information Management (HIM) to Health Information Technology – Data Management (Hit-DM) provides clarity on the nature of the program and consistency with naming conventions at other CAHIIM-accredited institutions for the associate degree level Health Information Management programs. The AHIMA CEE 2018 Associate Degree Curriculum Competencies require that we designate a track for our program; the options were either Data Management (DM) or Revenue Management (RM). On the advice of our HIM Program Advisory Board, we will follow the Data Management track.

CIP Code Change: CIP Code represents a Health Information technology program that leads to working as an HIM technician. Our program is a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited program that leads to eligibility for the American Health Information Management Association (AHIMA) certification as a Registered Health Information Technician (RHIT). The 51.0707 designation accurately reflects the program content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Health Information Management students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* The program addressed the need for credentialed health information professionals in Connecticut. This program is the only associate degree level program in Connecticut with CAHIIM accreditation. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as Registered Health Information Technicians (RHIT). The RHIT prepares graduates for roles such as: Health Information Technician, Data Application or System Analyst, EHR Implementation Specialist or Implementation Support Analyst, Meaningful Use Specialist, Integration Analyst, Privacy Officer, and Health information Manager.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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- 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? As the only CAHIIM-accredited associate degree program in Connecticut, our central location is a benefit to students interested in professional certification in Health Information Management. We utilize our online teaching capabilities to offer 93% of the program course in the online format making the program more accessible to working adults. We have planned our programs to create a clear pathway for students who being in our non-credit Medical Billing and Coding Program to progress into our credit certificate and/or associate degree programs. Our program faculty are AHIMA-credentialed (RHIA and RHIT) with extensive industry experience with past roles including System Analyst, Clinical Information Manager, Education Specialist, Privacy Officer, and Director of Health Information Management.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program (*Please highlight details in the Quality Assessment portion of this application, as appropriate*) We have a transfer articulation agreement with Charter Oak State College in place for our graduates. All 60 credits of our associate degree are accepted and mapped to Health Information Management courses. Transferring students have to complete 60 credits to receive a bachelor's degree in Health Information Management and become eligible for the Registered Health Information Administrator (RHIA) credential.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided. Middlesex Community College is the only CAHIIM-accredited associate degree program in Health Information Management and leads to professional certification as an RHIT. Northwestern Community College offers a Health Information Management associate degree. The program is not eligible for accreditation and graduates are not eligible for professional certification making the Middlesex HIM program a unique program in our system.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Employers are contacting Middlesex Community College seeking certified graduates to apply for open positions. Searches of employment websites for the RHIT credential in Connecticut yield 12-15 openings. After receiving program accreditation in August 2019, representatives in leadership positions in HIM in the three major health systems joined our advisory board (Yale-New Haven Health System, Hartford Healthcare, and Trinity of New England) due to an interest in hiring credentialed health information professionals.

The Standard Occupational Classification for this program was revised by the U.S. Bureau of Labor Statistics in 2018. The revised classification is:

**29-9021 Health Information Technologists and Medical Registrars (NEW)** *Apply knowledge of healthcare and information systems to assist in the design, development, and continued modification and analysis of computerized healthcare systems. Abstract, collect, and analyze treatment and follow up information of patients. May educate staff and assist in problem solving to promote the implementation of the healthcare information system. May design, develop, test, and implement databases with complete history, diagnosis, treatment, and health status to help monitor diseases.*

Data available through the Connecticut Department of Labor is under the 2010 Standard Occupational Classification:

**29-2071 Medical Records and Health Information Technicians** *Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health*

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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### APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system.

Excludes "File Clerks" (43-4071).

Illustrative examples: Cancer Registrar, Health Information Coder, Health Information Systems Technician, Medical Records Specialist

According to the CT Department of Labor, employment in this field is expected to have an average annual growth rate from 2016 through 2026 of 1% per year with 131 Average Annual Job Openings. In 2019, the Average Annual Salary in Connecticut was \$52,295.00.

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

Original	Modified
Gen Ed: Written Communication - ENG*101 Composition	Gen Ed: Written Communication - ENG*101 Composition
<b>Gen Ed: Written Communication - ENG*102 Literature and Composition</b>	Gen Ed: Oral Communication or Written Communication - choice
Gen Ed: Aesthetic Dimensions - choice	Gen Ed: Aesthetic Dimensions - choice
<b>Gen Ed: Oral Communication – COM*173 Public Speaking</b>	Gen Ed: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, Written Communication - choice
<b>Gen Ed: Social Phenomena – SOC*160 Introduction to Public Health</b>	Gen Ed: Social Phenomena – choice
Gen Ed: Quantitative Reasoning – MAT*167 Principles of Statistics	Gen Ed: Quantitative Reasoning – MAT*167 Principles of Statistics
Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)	Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)
CSA*140 Database Applications	CSA*140 Database Applications
<b>HIM*203 Pathophysiology</b>	BIO*203 Pathophysiology
<b>MED*125 Medical Terminology</b>	HIM*101 Medical Terminology
HIM*213 Pharmacology for HIM	HIM*213 Pharmacology for HIM
<b>HIM*201 Health Information Management Principles</b>	HIM*105 Introduction to Health Information Management
<b>HIM*205 Medical Coding I</b>	HIM*120 Clinical Classification Systems I
<b>HIM*206 Medical Coding II</b>	HIM*121 Clinical Classification Systems II
<b>HIM*113 Healthcare Delivery Systems and Reimbursement</b>	HIM*113 Healthcare Reimbursement
HIM*157 Healthcare Informatics	HIM*157 Healthcare Informatics
<b>HIM*256 Legal and Ethical Issues in HIM</b>	HIM*160 Privacy, Security, and Compliance
HIM*220 Supervision and Quality Management	HIM*220 Supervision and Quality Management
HIM*230 Healthcare Statistics and Data Analysis	HIM*230 Healthcare Statistics and Data Analysis
<b>HIM*290 Certification Exam Preparation</b>	HIM*289 RHIT Exam Preparation
<b>HIM*295 Health Information Management Internship</b>	HIM*280 HIM Professional Practice Experience

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

The course outcomes and descriptions are updated to conform to the AHIMA CEE 2018 Curriculum Competencies as required by our accrediting body, CAHIIM.

The course numbers for 5 courses found to be in the catalog of other campuses in the system that do not share at least 80% of the content have been replaced with new, unique course numbers to accurately reflect the unique program at Middlesex.

1. HIM\*201 Health Information Management Principles [change to: HIM\*105 Introduction to Health Information Management]
2. HIM\*205 Medical Coding I [change to Clinical Classification Systems I]
3. HIM\*206 Medical Coding II [change to Clinical Classification Systems II]
4. HIM\*256 Legal and Ethical Issues in HIM [change to HIM\*160 Privacy, Security, and Compliance]
5. HIM\*295 Health Information Management Internship [HIM\*280 HIM Professional Practice Experience]

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

Two full-time AHIMA-credentialed Health Information Management faculty are required for CAHIIM accreditation and are already assigned to the program.

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan, Associate Professor	Southern Connecticut State University	Registered Health Information Technician (RHIT)	Health Information Management Program Coordinator
Elaine Ippolito, Assistant Professor	Indiana University	Registered Health Information Administrator (RHIA)	Health Information Management Faculty

**Other Considerations**

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

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	2	9	1	6	2	3
New Students	4	0	1	0	1	3
Returning Students	4	11	3	12	2	10
<b>ACTUAL Headcount Enrollment</b>	10	20	5	18	5	16
<b>Fall FTE accounted for by Program Majors</b>	17.4		13.3		10.7	
<b>Size of Credentialed Group(s) for Given Year</b>	4		0		14	

**Curriculum Details for a Program Modification** *(to be used as appropriate for specific modification request)<sup>2</sup>*

Course Number and Name <sup>3</sup>	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>		
HIM*105 Introduction to HIM	1,2,3,5		3	HIM*280 HIM Professional Practice Experience	1-7	3
HIM*120 Clinical Classification	1,4	BIO*115 or	3			

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

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



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Systems I		BIO*212, HIM*101				
HIM*121 Clinical Classification Systems II	1,4	BIO*115 or BIO*212, HIM*101	3	Program Requirements:		
HIM*160 Privacy, Security, and Compliance	2,5,6	HIM*105 and Eligible for ENG*101 or ENG*101E	3	HIM*101 Medical Terminology	7	3
HIM*113 Healthcare Reimbursement	4	Eligible for ENG*101 or ENG101E and Eligible for MAT*167	3	BIO*203 Pathophysiology	7	3
HIM*157 Healthcare Informatics	3,6	Eligible for ENG*101 or ENG101E, MAT*167 or concurrent, HIM*105	3	HIM*213 Pharmacology for HIM	7	1
HIM*220 Supervision and Quality Management	1,6	HIM*160, HIM*157, HIM*113	3	CSA*140 Database Applications	7	3
HIM*230 healthcare Statistics and Data Analysis	1,3,6	MAT*167, HIM*157, HIM*113	3	Gen Ed: BIO*115 Human Biology	7	4
HIM*289 RHIT Certification Exam Preparation	1-7		1	Gen Ed: MAT*167 Principles of Statistics	7	4
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
Eligible for ENG*101 or ENG*101E				Gen Ed: Aesthetic Dimension		3
MAT*167 Principles of Statistics				Gen Ed: ENG*101		3
BIO*115 Human Biology or BIO*212 Anatomy & Physiology II				Gen Ed: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, Written Communication		3
HIM course sequence reflected in prerequisites of HIM*101, HIM*105, HIM*113, HIM*120, HIM*121, HIM*157, HIM*160 for more advanced courses as students progress through the program.				Gen Ed: Oral Communication or Written Communication		3
				Gen Ed: Social Phenomena		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)						
1. Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.						



## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Cost Effectiveness and Availability of Adequate Resources

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

Proposal reflects curriculum changes in courses outcomes, program and course names, and compliance with a revised set of accreditation standards. The proposal does not change staffing of program, the number of courses or course sections, and adds no additional resources.

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
		<b>10% enrollment increase</b>	<b>10% enrollment increase</b>
	<b>38 students @ 9 credits</b>	<b>42 students @ 9 credits</b>	<b>46 students @ 9 credits</b>
	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>
Tuition (do not include internal transfers)	\$56,772	\$62,748	\$68,724
Program-Specific Fees	-	-	-
Other Revenue (Annotate in narrative)	-	-	-
<b>Total Estimated Program Revenue</b>	<b>\$ 56,772</b>	<b>\$ 62,748</b>	<b>\$ 68,724</b>

<b>PROJECTED Program Expenditures*</b>	<b>Fall 2020</b>	<b>Fall 2021_</b>	<b>Fall 2022</b>
	<b>\$1,851/credit</b>	<b>\$1,851/credit</b>	<b>\$1,851/credit</b>
	<b>X 3 credits</b>	<b>X 3 credits</b>	<b>X 3 credits</b>
	<b>\$5,553</b>	<b>\$5,553</b>	<b>\$5,553</b>
	<b>Plus 35% fringe</b>	<b>Plus 35% fringe</b>	<b>Plus 35% fringe</b>
	<b>\$7,497</b>	<b>\$7,497</b>	<b>\$7,497</b>
Administration (Chair or Coordinator) ) value of part-time lecturer replacement to offset coordinator release			
	<b>Flanigan and Ippolito</b>	<b>Flanigan and Ippolito</b>	<b>Flanigan and Ippolito</b>
	<b>Salary + fringe</b>	<b>Salary + fringe</b>	<b>Salary + fringe</b>
	<b>For one semester</b>	<b>For one semester</b>	<b>For one semester</b>
Faculty (Full-time, total for program)	\$126,073	\$126,073	\$126,073
	<b>\$1,851/credit</b>	<b>\$1,851/credit</b>	<b>\$1,851/credit</b>
	<b>X 6 credits</b>	<b>X 6 credits</b>	<b>X 6 credits</b>
	<b>\$11,106</b>	<b>\$11,106</b>	<b>\$11,106</b>
	<b>Plus 35% fringe</b>	<b>Plus 35% fringe</b>	<b>Plus 35% fringe</b>
Faculty (Part-time, total for program)	\$14,993	\$14,993	\$14,993
Support Staff	-	-	-
Library Resources Program	-	-	-
Equipment (List as needed)	-	-	-
Other (e.g. student services)	1500	1500	1500
Estimated Indirect Costs (e.g. student services, operations, maintenance)	-	-	-
<b>Total Estimated Program Expenditures</b>	<b>\$ 150,063</b>	<b>\$ 150,063</b>	<b>\$ 150,063</b>

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

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

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION TO CHANGE CIP CODE - MODIFICATION OF ACCREDITED PROGRAM**

CHANGE CIP CODE NUMBER REQUEST		
<b>Institution:</b> Middlesex Community College	Date of Submission to CSCU Office of the Provost: 4/22/2020	
Name of Program: Health Information Management <i>(request to change name to Health Information Technology – Data Management has also been submitted)</i>		
Type of Credential <i>(e.g. Associate Degree, Grad Certificate)</i> <b>Associate Degree</b>		
<b>OLD:</b> CIP Code Number 51.0713	Title of CIP Code Medical Insurance Coding Specialist/Coder OHE# 17387	
<b>NEW:</b> CIP Code Number 51.0707	Title of CIP Code Health Information/Medical Records Technology/Technician	
<b>Explanation / Justification</b> <i>(Please provide a concise rationale for the change request.)</i> CIP Code represents a Health Information technology program that leads to working as an HIM technician. Our program is a <b>Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)</b> accredited program that leads to eligibility for the American health Information Management Association (AHIMA) certification as a Registered Health Information Technician (RHIT). The 51.0707 designation accurately reflects the program content and intent.		
<b>Institutional Contact for this Request:</b> Jill Flanigan	Title: HIM Program Coordinator	Tel.: 860-343-5791 e-mail: jflanigna@mxcc.edu
<b>Institution's Unit</b> <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: Health Careers/Main campus		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Information Management/Onground (CIP Code: 51.0713 / OHE# 17695), specifically modification of courses, course substitutions, change in program title to Clinical Coding Certificate, and change in CIP code to 51.0713 – leading to a C2 Certificate at Middlesex Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a degree program in Health Information Management, specifically modification of courses, course substitutions, change in program title to Clinical Coding Certificate, and change in CIP code to 51.0713, leading to an Associate of Science at Middlesex Community College.

**BACKGROUND**

The Middlesex coding certificate program was approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) in January 2018. The AHIMA PCAP program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course descriptions reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that HIM course numbers in this certificate are utilized on other community college campuses and the courses do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue.

This request includes changing the program name from Health Information Management Certificate to Clinical Coding Certificate. This more specific name will enable prospective students to more readily identify their program of interest.

**CIP Code Change:**

CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Clinical Coding Certificate students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

The program addressed the need for credentialed health information professionals in Connecticut. This program is the only AHIMA PCAP approved coding certificate in New England. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as a Certificate Coding Specialist (CCS) and/or a

Certified Coding Specialist-Physician-based (CCS-P). The CCS (or CCS-P) credential leads to roles such as Coding Professional (Inpatient Coder), Coding Auditor, DRG Validator, HIM Revenue Cycle Analyst, Coding Educator, and Coding or Revenue Cycle Manager.

**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.

06/05/2020 – BOR -Academic and Student Affairs Committee

06/18/2020 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 4/22/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued Accreditation March 2014	
<b>Original Program Characteristics</b> CIP Code No. 51.0706 Title of CIP Code Health Information/Medical Records Administration/Administrator Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Stand-Alone Certificate: (specify type and level) <b>30 credits linked to HIM A.S. degree</b> Date Program was Initiated: Spring 2014 OHE#: 17695 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 86% Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 4 # Credits in Program Core Courses: 26 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <b>Total # Cr in the Program (sum of all #Cr above): 30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input checked="" type="checkbox"/> Change of Degree Title or Program Title * <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
<b>Modified Program Characteristics</b> Name of Program: Clinical Coding Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Certificate <sup>1</sup> : (specify type and level) <b>30 credits linked to A.S. Degree in HIM</b> Program Initiation Date: Spring 2021 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 86% Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: 4 # Credits in Program Core Courses: 26 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <b>Total # Cr in the Program (sum of all #Cr above): 30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>21</b>
<b>Total Number of courses and course credits to be modified by this application:</b> 5 courses/15 credits	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: AHIMA PCAP Approved Coding Certificate since January 2018 with requirement to comply with 2018 PCAP Coding Certificate Competencies by 9/1/2021.</li> <li>If program prepares graduates eligibility to state/professional license, please identify: Eligible for AHIMA Certificate Coding Specialist (CCS) or Certified Coding Specialist-Physician-based (CCS-P)</li> </ul>	

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



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

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

**Institutional Contact for this Proposal:** Jill Flanigan Title: HIM Program Coordinator Tel.: 860-343-5791 e-mail: jflanigan@mxcc.edu

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

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

The Middlesex coding certificate program was approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) in January 2018. The AHIMA PCAP program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course description reflect the change in curriculum competency standards

In the process of revising the curriculum, it was discovered that HIM course numbers in this certificate are utilized on other community college campuses and the courses do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue.

This request includes changing the program name from Health Information Management Certificate to Clinical Coding Certificate. This more specific name will enable prospective students to more readily identify their program of interest.

CIP Code Change:

CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Clinical Coding Certificate students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The program addressed the need for credentialed health information professionals in Connecticut. This program is the only AHIMA PCAP approved coding certificate in New England. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as a Certificate Coding Specialist (CCS) and/or a Certified Coding Specialist-Physician-based (CCS-P). The CCS (or CCS-P) credential leads to roles such as Coding Professional (Inpatient Coder), Coding Auditor, DRG Validator, HIM Revenue Cycle Analyst, Coding Educator, and Coding or Revenue Cycle Manager,

- 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?

As the only AHIMA PCAP approved coding certificate in New England, our central location and online course offerings are a benefit to students interested in professional certification in Health Information Management. BIO 115 Human Biology is currently the only course in this certificate that is not offered online. We have planned our programs to create a

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

clear pathway for students who being in our non-credit Medical Billing and Coding Program to progress into our credit certificate and/or associate degree programs. Our program faculty are AHIMA-credentialed (RHIA and RHIT) with extensive industry experience with past roles including System Analyst, Clinical Information Manager, Education Specialist, Privacy Officer, and Director of Health Information Management.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided Middlesex Community College is the only AHIMA PCAP approved coding certificate program and leads to professional certification as a CCS and/or CCS-P. Non-credit Medical Billing and Coding programs in the community college system lead to an entry-level coding credential from that American Academy of Professional Coders (AAPC) as a Certified Professional Coder (CPC). This certification represents a narrow coding skill set and is not equivalent to the credentials that students can earn with the Middlesex credit Clinical Coding Certificate. At Middlesex, we have modified the non-credit Medical Billing and Coding program with consideration of Guided Pathways to enable students to ladder up from the non-credit program to the credit certificate and into the HIM A.S. degree.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Employers are contacting Middlesex Community College seeking certified graduates to apply for open positions. Searches of employment websites for the CCS and CCS-P credentials in Connecticut yield 20+ openings. The Standard Occupational Classification for this program was revised by the U.S. Bureau of Labor Statistics in 2018. The revised classification is:

*29-2072 Medical Records Specialists Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. Classify medical and healthcare concepts, including diagnosis, procedures, medical services, and equipment, into the healthcare industry's numerical coding system. Includes medical coders.*

Data available through the Connecticut Department of Labor is under the 2010 Standard Occupational Classification:

**29-2071 Medical Records and Health Information Technicians**

*Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. Excludes "File Clerks" (43-4071).*

*Illustrative examples: Cancer Registrar, Health Information Coder, Health Information Systems Technician, Medical Records Specialist*

According to the CT Department of Labor, employment in this field is expected to have an average annual growth rate from 2016 through 2026 of 1% per year with 131 Average Annual Job Openings. In 2019, the Average Annual Salary in Connecticut was \$52,295.00.

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

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

Original	Modified
Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)	Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)
<b>HIM*203 Pathophysiology</b>	<b>BIO*203 Pathophysiology</b>
<b>MED*125 Medical Terminology</b>	<b>HIM*101 Medical Terminology</b>
HIM*213 Pharmacology for HIM	HIM*213 Pharmacology for HIM
<b>HIM*201 Health Information Management Principles</b>	<b>HIM*105 Introduction to Health Information Management</b>
<b>HIM*205 Medical Coding I</b>	<b>HIM*120 Clinical Classification Systems I</b>
<b>HIM*206 Medical Coding II</b>	<b>HIM*121 Clinical Classification Systems II</b>
HIM*215 Clinical Coding PPE I	HIM*215 Clinical Coding PPE I
HIM*216 Clinical Coding PPE II	HIM*216 Clinical Coding PPE II
HIM*217 Clinical Coding PPE III	HIM*217 Clinical Coding PPE III
<b>HIM*290 Certification Exam Preparation</b>	<b>HIM*290 CCS (or CCS-P) Certification Exam Preparation</b>

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

The American Health Information Management Association (AHIMA) Professional Certificate Approval Program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course description reflect the change in curriculum competency standards

The course numbers for courses found to be in the catalog of other campuses in the system that do not share at least 80% of the content have been replaced with new, unique course numbers to accurately reflect the unique program at Middlesex.

1. HIM\*201 Health Information Management Principles [change to: HIM\*105 Introduction to Health Information Management]
2. HIM\*205 Medical Coding I [change to Clinical Classification Systems I]
3. HIM\*206 Medical Coding II [change to Clinical Classification Systems II]

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

Full-time AHIMA-credentialed Health Information Management faculty are required for AHIMA PCAP Approval and are already assigned to the program.

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan, Associate Professor	Southern Connecticut State University	Registered Health Information Technician (RHIT)	Health Information Management Program Coordinator
Elaine Ippolito, Assistant Professor	Indiana University	Registered Health Information Administrator (RHIA)	Health Information Management Faculty

**Other Considerations**

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	2	0	1	0	0
New Students	0	4	1	0	0	1
Returning Students	1	4	1	2	0	4
<b>ACTUAL Headcount Enrollment</b>	1	10	2	3	0	5
<b>Fall FTE accounted for by Program Majors</b>	5.5		2.6		2.0	
<b>Size of Credentialed Group(s) for Given Year</b>	4		0		6	

#### Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*<sup>2</sup>

Course Number and Name <sup>3</sup>	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>		
HIM*105 Introduction to HIM	1,2,3		3	HIM*101 Medical Terminology	5	3
HIM*120 Clinical Classification Systems	1,3	BIO*115 or BIO*212, HIM*101	3	BIO*203 Pathophysiology	5	3
HIM*121 Clinical Classification Systems	1,3	BIO*115 or BIO*212, HIM*101	3	HIM*213 Pharmacology for HIM	5	1
HIM*215 Clinical Coding PPE I	1,2,5	HIM*120, HIM*121, HIM*203	3	BIO*115 Human Biology	5	4
HIM*216 Clinical Coding PPE II	1,4,5	HIM*120, HIM*121, HIM*203	3			
HIM*217 Clinical Coding PPE III	1,3,5	HIM*120, HIM*121, HIM*203	3			
HIM*290 CCS (or CCS-P) certification Exam Preparation	1-5		1			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
Eligible for ENG*101 or ENG*101E (prerequisite for BIO*115 and HIM*101)						
Eligible for MAT*137 (prerequisite for BIO*115)						
BIO*115 Human Biology or BIO*212 Anatomy & Physiology II						
HIM course sequence reflected in prerequisites of HIM*101, HIM*120, HIM*121, HIM*203 for more advanced courses as students progress through the program.						

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

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

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

Total Other Credits Required to Issue Modified Credential				

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

1. Apply knowledge of data content structure and standards to apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, SNOMED-CT, and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
4. Evaluate organization compliance with regulations and standards to support reimbursement.
5. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

**Cost Effectiveness and Availability of Adequate Resources**

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

Proposal reflects curriculum changes in courses outcomes, program and course names, and compliance with a revised set of accreditation standards. The proposal does not change staffing of program, the number of courses or course sections, and adds no additional resources.

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
		<b>10% enrollment increase</b>	<b>10% enrollment increase</b>
	<b>15 students @ 9 credits</b>	<b>17 students @ 9 credits</b>	<b>19 students @ 9 credits</b>
	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>
Tuition (do not include internal transfers)	22,410	25,398	28,386
Program-Specific Fees	-	-	-
Other Revenue (Annotate in narrative)	-	-	-
<b>Total Estimated Program Revenue</b>	<b>\$ 22,410</b>	<b>\$ 25,398</b>	<b>\$ 28,386</b>

<b>PROJECTED Program Expenditures*</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Administration (Chair or Coordinator)	-	-	-
Faculty (Full-time, total for program)	-	-	-
Faculty (Part-time, total for program)	-	-	-
Support Staff	-	-	-
Library Resources Program	-	-	-
Equipment (List as needed)	-	-	-
Other (e.g. student services) Accreditation Fees	375	375	375
Estimated Indirect Costs (e.g. student services, operations, maintenance)	-	-	-
<b>Total Estimated Program Expenditures</b>	<b>\$ 375</b>	<b>\$ 375</b>	<b>\$ 375</b>

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

Note: Faculty (full and part time) are the same teaching in the degree as in the certificate program.

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION TO CHANGE CIP CODE - MODIFICATION OF ACCREDITED PROGRAM**

CHANGE CIP CODE NUMBER REQUEST		
<b>Institution:</b> Middlesex Community College	Date of Submission to CSCU Office of the Provost: 4/22/2020	
Name of Program: Health Information Management ( <i>request to change name to Clinical Coding has also been submitted</i> )		
Type of Credential ( <i>e.g. Associate Degree, Grad Certificate</i> ) <b>Certificate - Onground</b>		
<b>OLD:</b> CIP Code Number 51.0706    Title of CIP Code <b>Health Information/Medical Records Administration/Administrator</b> OHE# 17695		
<b>NEW:</b> CIP Code Number 51.0713    Title of CIP Code Medical Insurance Coding Specialist/Coder		
<b>Explanation / Justification</b> ( <i>Please provide a concise rationale for the change request.</i> ) CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent.		
<b>Institutional Contact for this Request:</b> Jill Flanigan	Title: HIM Program Coordinator	Tel.: 860-343-5791 e-mail: jflanigna@mxcc.edu
<b>Institution's Unit</b> ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: Health Careers/Main campus		

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Information Management (CIP Code: 51.0713 / OHE# TBD), specifically modification of courses, course substitutions, change in program title to Health Information Technology, change in CIP code to 51.0707, and addition of online modality to traditional program delivery – leading to an Associate of Science at Middlesex Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Modification of a degree program in Health Information Management, specifically modification of courses, course substitutions, change in program title to Health Information Technology, change in CIP code to 51.0707, and addition of online modality to traditional program delivery, leading to an Associate of Science at Middlesex Community College.

**BACKGROUND**

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) requires that accredited programs meet the American Health Information Management Association (AHIMA) Council for Excellence in Education (CEE) 2018 Associate Degree Curriculum Competencies by Fall semester 2021. The Middlesex Community College Health Information Management A.S. degree program was accredited by CAHIIM in August 2019. The course outcomes and course description changes reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that five HIM course numbers are utilized on other community college campuses and the course do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue. The program accrediting body (CAHIIM) requires that transfer credit for HIM program courses only be accepted from CAHIIM-accredited institutions and the unique course numbers will eliminate confusion regarding transfer credit.

The program name change from Health Information Management (HIM) to Health Information Technology – Data Management (Hit-DM) provides clarity on the nature of the program and consistency with naming conventions at other CAHIIM-accredited institutions for the associate degree level Health Information Management programs. The AHIMA CEE 2018 Associate Degree Curriculum Competencies require that MxCC designate a track for the program; the options were either Data Management (DM) or Revenue Management (RM). On the advice of the HIM Program Advisory Board, MxCC will follow the Data Management track.

CIP Code Change: CIP Code represents a Health Information technology program that leads to working as an HIM technician. MxCC's program is a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited program that leads to eligibility for the American Health Information Management Association (AHIMA) certification as a Registered Health Information Technician (RHIT). The 51.0707 designation accurately reflects the program's content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Health Information Management students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

The program addresses the need for credentialed health information professionals in Connecticut. This program is the only associate degree level program in Connecticut with CAHIIM accreditation. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as Registered Health Information Technicians (RHIT). The RHIT prepares graduates for roles such as: Health Information Technician, Data Application or System Analyst, EHR Implementation Specialist or Implementation Support Analyst, Meaningful Use Specialist, Integration Analyst, Privacy Officer, and Health information Manager.

**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.

06/05/2020 – BOR -Academic and Student Affairs Committee  
06/18/2020 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 4/22/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued accreditation March 2014	
<b>Original Program Characteristics</b> CIP Code No. 51.0713    Title of CIP Code Medical Insurance Coding Specialist/Coder Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) <b>Associate in Science</b> Stand-Alone Certificate: (specify type and level) Date Program was Initiated: Spring 2014    OHE#: TBD Modality of Program:    On ground    Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 93% (based on courses that are available as online option) Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 22 # Credits in Program Core Courses: 35 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>60</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) <input checked="" type="checkbox"/> Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input checked="" type="checkbox"/> Change of Degree Title or Program Title *Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
<b>Modified Program Characteristics</b> Name of Program: Health Information Technology – Data Management Degree: Title of Award (e.g. Master of Arts) <b>Associate in Science</b> Certificate <sup>1</sup> : (specify type and level) Program Initiation Date: Spring 2021 Modality of Program:    On ground <input checked="" type="checkbox"/> Online    Combined If "Combined", % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus    Off Campus    Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: 22 # Credits in Program Core Courses: 35 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 3 <u>Total # Cr in the Program</u> (sum of all #Cr above): <b>60</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 38
<b>Total Number of courses and course credits to be modified by this application:</b> 8 courses/22 credits	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued:            CIP:            OHE#:            Accreditation Date: Phase Out Period                      Date of Program Termination	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: The Middlesex HIM A.S. degree program was granted CAHIIM Accreditation in August 2019. As an accredited program, Middlesex is required to comply with revised curriculum competencies by 9/1/2021.</li> <li>If program prepares graduates eligibility to state/professional license, please identify: Eligible for AHIMA Registered</li> </ul>	

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

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Health Information Technician (RHIT) certification.

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

**Institutional Contact for this Proposal:** Jill Flanigan    Title: HIM Program Coordinator    Tel.: 860-343-5791    e-mail: jflanigan@mxcc.edu

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

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

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) requires that accredited programs meet the American Health Information Management Association (AHIMA) Council for Excellence in Education (CEE) 2018 Associate Degree Curriculum Competencies by Fall semester 2021. The Middlesex Community College Health Information Management A.S. degree program was accredited by CAHIIM in August 2019. The course outcomes and course description changes reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that five HIM course numbers are utilized on other community college campuses and the course do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue. Our accrediting body (CAHIIM) requires that transfer credit for HIM program courses only be accepted from CAHIIM-accredited institutions and the unique course numbers will eliminate confusion regarding transfer credit.

The program name change from Health Information Management (HIM) to Health Information Technology – Data Management (Hit-DM) provides clarity on the nature of the program and consistency with naming conventions at other CAHIIM-accredited institutions for the associate degree level Health Information Management programs. The AHIMA CEE 2018 Associate Degree Curriculum Competencies require that we designate a track for our program; the options were either Data Management (DM) or Revenue Management (RM). On the advice of our HIM Program Advisory Board, we will follow the Data Management track.

CIP Code Change: CIP Code represents a Health Information technology program that leads to working as an HIM technician. Our program is a Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited program that leads to eligibility for the American Health Information Management Association (AHIMA) certification as a Registered Health Information Technician (RHIT). The 51.0707 designation accurately reflects the program content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Health Information Management students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)* The program addressed the need for credentialed health information professionals in Connecticut. This program is the only associate degree level program in Connecticut with CAHIIM accreditation. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as Registered Health Information Technicians (RHIT). The RHIT prepares graduates for roles such as: Health Information Technician, Data Application or System Analyst, EHR Implementation Specialist or Implementation Support Analyst, Meaningful Use Specialist, Integration Analyst, Privacy Officer, and Health information Manager.

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- 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? As the only CAHIIM-accredited associate degree program in Connecticut, our central location is a benefit to students interested in professional certification in Health Information Management. We utilize our online teaching capabilities to offer 93% of the program course in the online format making the program more accessible to working adults. We have planned our programs to create a clear pathway for students who being in our non-credit Medical Billing and Coding Program to progress into our credit certificate and/or associate degree programs. Our program faculty are AHIMA-credentialed (RHIA and RHIT) with extensive industry experience with past roles including System Analyst, Clinical Information Manager, Education Specialist, Privacy Officer, and Director of Health Information Management.
- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate) We have a transfer articulation agreement with Charter Oak State College in place for our graduates. All 60 credits of our associate degree are accepted and mapped to Health Information Management courses. Transferring students have to complete 60 credits to receive a bachelor's degree in Health Information Management and become eligible for the Registered Health Information Administrator (RHIA) credential.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided. Middlesex Community College is the only CAHIIM-accredited associate degree program in Health Information Management and leads to professional certification as an RHIT. Northwestern Community College offers a Health Information Management associate degree. The program is not eligible for accreditation and graduates are not eligible for professional certification making the Middlesex HIM program a unique program in our system.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Employers are contacting Middlesex Community College seeking certified graduates to apply for open positions. Searches of employment websites for the RHIT credential in Connecticut yield 12-15 openings. After receiving program accreditation in August 2019, representatives in leadership positions in HIM in the three major health systems joined our advisory board (Yale-New Haven Health System, Hartford Healthcare, and Trinity of New England) due to an interest in hiring credentialed health information professionals.

The Standard Occupational Classification for this program was revised by the U.S. Bureau of Labor Statistics in 2018. The revised classification is:

**29-9021 Health Information Technologists and Medical Registrars (NEW)** Apply knowledge of healthcare and information systems to assist in the design, development, and continued modification and analysis of computerized healthcare systems. Abstract, collect, and analyze treatment and follow up information of patients. May educate staff and assist in problem solving to promote the implementation of the healthcare information system. May design, develop, test, and implement databases with complete history, diagnosis, treatment, and health status to help monitor diseases.

Data available through the Connecticut Department of Labor is under the 2010 Standard Occupational Classification:

**29-2071 Medical Records and Health Information Technicians**

Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements

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and standards in a manner consistent with the healthcare industry's numerical coding system. Excludes "File Clerks" (43-4071).

Illustrative examples: Cancer Registrar, Health Information Coder, Health Information Systems Technician, Medical Records Specialist

According to the CT Department of Labor, employment in this filed is expected to have an average annual growth rate from 2016 through 2026 of 1% per year with 131 Average Annual Job Openings. In 2019, the Average Annual Salary in Connecticut was \$52,295.00.

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

Original	Modified
Gen Ed: Written Communication - ENG*101 Composition	Gen Ed: Written Communication - ENG*101 Composition
<b>Gen Ed: Written Communication - ENG*102 Literature and Composition</b>	Gen Ed: Oral Communication or Written Communication - choice
Gen Ed: Aesthetic Dimensions - choice	Gen Ed: Aesthetic Dimensions - choice
<b>Gen Ed: Oral Communication – COM*173 Public Speaking</b>	Gen Ed: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, Written Communication - choice
<b>Gen Ed: Social Phenomena – SOC*160 Introduction to Public Health</b>	Gen Ed: Social Phenomena – choice
Gen Ed: Quantitative Reasoning – MAT*167 Principles of Statistics	Gen Ed: Quantitative Reasoning – MAT*167 Principles of Statistics
Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)	Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)
CSA*140 Database Applications	CSA*140 Database Applications
<b>HIM*203 Pathophysiology</b>	BIO*203 Pathophysiology
<b>MED*125 Medical Terminology</b>	HIM*101 Medical Terminology
HIM*213 Pharmacology for HIM	HIM*213 Pharmacology for HIM
<b>HIM*201 Health Information Management Principles</b>	HIM*105 Introduction to Health Information Management
<b>HIM*205 Medical Coding I</b>	HIM*120 Clinical Classification Systems I
<b>HIM*206 Medical Coding II</b>	HIM*121 Clinical Classification Systems II
<b>HIM*113 Healthcare Delivery Systems and Reimbursement</b>	HIM*113 Healthcare Reimbursement
HIM*157 Healthcare Informatics	HIM*157 Healthcare Informatics
<b>HIM*256 Legal and Ethical Issues in HIM</b>	HIM*160 Privacy, Security, and Compliance
HIM*220 Supervision and Quality Management	HIM*220 Supervision and Quality Management
HIM*230 Healthcare Statistics and Data Analysis	HIM*230 Healthcare Statistics and Data Analysis
<b>HIM*290 Certification Exam Preparation</b>	HIM*289 RHIT Exam Preparation
<b>HIM*295 Health Information Management Internship</b>	HIM*280 HIM Professional Practice Experience

Description of Related Modification (Provide a summary of other changes necessitated by curricular modification such as admissions or

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*graduation requirements, mode of delivery, etc., and concisely describe how the institution will support these changes.)*

The course outcomes and descriptions are updated to conform to the AHIMA CEE 2018 Curriculum Competencies as required by our accrediting body, CAHIM.

The course numbers for 5 courses found to be in the catalog of other campuses in the system that do not share at least 80% of the content have been replaced with new, unique course numbers to accurately reflect the unique program at Middlesex.

1. HIM\*201 Health Information Management Principles [change to: HIM\*105 Introduction to Health Information Management]
2. HIM\*205 Medical Coding I [change to Clinical Classification Systems I]
3. HIM\*206 Medical Coding II [change to Clinical Classification Systems II]
4. HIM\*256 Legal and Ethical Issues in HIM [change to HIM\*160 Privacy, Security, and Compliance]
5. HIM\*295 Health Information Management Internship [HIM\*280 HIM Professional Practice Experience]

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

Two full-time AHIMA-credentialed Health Information Management faculty are required for CAHIM accreditation and are already assigned to the program.

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan, Associate Professor	Southern Connecticut State University	Registered Health Information Technician (RHIT)	Health Information Management Program Coordinator
Elaine Ippolito, Assistant Professor	Indiana University	Registered Health Information Administrator (RHIA)	Health Information Management Faculty

**Other Considerations**

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

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	2	9	1	6	2	3
New Students	4	0	1	0	1	3
Returning Students	4	11	3	12	2	10
<b>ACTUAL Headcount Enrollment</b>	10	20	5	18	5	16
<b>Fall FTE accounted for by Program Majors</b>	17.4		13.3		10.7	
<b>Size of Credentialed Group(s) for Given Year</b>	4		0		14	

**Curriculum Details for a Program Modification** *(to be used as appropriate for specific modification request)<sup>2</sup>*

Course Number and Name <sup>3</sup>	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>		
HIM*105 Introduction to HIM	1,2,3,5		3	HIM*280 HIM Professional Practice Experience	1-7	3
HIM*120 Clinical Classification Systems I	1,4	BIO*115 or BIO*212,	3			

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

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



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HIM*121 Clinical Classification Systems II	1,4	HIM*101 BIO*115 or BIO*212, HIM*101	3	Program Requirements:		
HIM*160 Privacy, Security, and Compliance	2,5,6	HIM*105 and Eligible for ENG*101 or ENG*101E	3	HIM*101 Medical Terminology	7	3
HIM*113 Healthcare Reimbursement	4	Eligible for ENG*101 or ENG101E and Eligible for MAT*167	3	BIO*203 Pathophysiology	7	3
HIM*157 Healthcare Informatics	3,6	Eligible for ENG*101 or ENG101E, MAT*167 or concurrent, HIM*105	3	HIM*213 Pharmacology for HIM	7	1
HIM*220 Supervision and Quality Management	1,6	HIM*160, HIM*157, HIM*113	3	CSA*140 Database Applications	7	3
HIM*230 healthcare Statistics and Data Analysis	1,3,6	MAT*167. HIM*157, HIM*113	3	Gen Ed: BIO*115 Human Biology	7	4
HIM*289 RHIT Certification Exam Preparation	1-7		1	Gen Ed: MAT*167 Principles of Statistics	7	4
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
Eligible for ENG*101 or ENG*101E				Gen Ed: Aesthetic Dimension		3
MAT*167 Principles of Statistics				Gen Ed: ENG*101		3
BIO*115 Human Biology or BIO*212 Anatomy & Physiology II				Gen Ed: Aesthetic Dimensions, Historical Knowledge, Oral Communication, Social Phenomena, Written Communication		3
HIM course sequence reflected in prerequisites of HIM*101, HIM*105, HIM*113, HIM*120, HIM*121, HIM*157, HIM*160 for more advanced courses as students progress through the program.				Gen Ed: Oral Communication or Written Communication		3
				Gen Ed: Social Phenomena		3
<b>Total Other Credits Required to Issue Modified Credential</b>						

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

1. Apply knowledge of data content structure and standards to evaluate data sources, apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, and SNOMED, and ensure health record documentation is complete and accurate.



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2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Cost Effectiveness and Availability of Adequate Resources

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

Proposal reflects curriculum changes in courses outcomes, program and course names, and compliance with a revised set of accreditation standards. The proposal does not change staffing of program, the number of courses or course sections, and adds no additional resources.

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

<b>PROJECTED Program Revenue</b>	Fall 2020__	Fall 2021__	Fall 2022__
		10% enrollment increase	10% enrollment increase
	38 students @ 9 credits X \$1,494 (for 9 cr.)	42 students @ 9 credits X \$1,494 (for 9 cr.)	46 students @ 9 credits X \$1,494 (for 9 cr.)
Tuition (do not include internal transfers)	\$56,772	\$62,748	\$68,724
Program-Specific Fees	-	-	-
Other Revenue (Annotate in narrative)	-	-	-
<b>Total Estimated Program Revenue</b>	<b>\$ 56,772</b>	<b>\$ 62,748</b>	<b>\$ 68,724</b>

<b>PROJECTED Program Expenditures*</b>	Fall 2020__	Fall 2021__	Fall 2022__
	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497
Administration (Chair or Coordinator) value of part-time lecturer replacement to offset coordinator release			
	Flanigan and Ippolito Salary + fringe For one semester \$126,073	Flanigan and Ippolito Salary + fringe For one semester \$126,073	Flanigan and Ippolito Salary + fringe For one semester \$126,073
Faculty (Full-time, total for program)			
	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993
Faculty (Part-time, total for program)			
Support Staff	-	-	-
Library Resources Program	-	-	-
Equipment (List as needed)	-	-	-
Other (e.g. student services) Accreditation Fees	1500	1500	1500
Estimated Indirect Costs (e.g. student services, operations, maintenance)	-	-	-
<b>Total Estimated Program Expenditures</b>	<b>\$ 150,063</b>	<b>\$ 150,063</b>	<b>\$ 150,063</b>

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

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

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**RESOLUTION**

concerning

Modification of a Program

June 18, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Information Management/Online (CIP Code: 51.0713 / OHE# 17696), specifically modification of courses, course substitutions, change in program title to Clinical Coding Certificate, and change in CIP code to 51.0713 – leading to a C2 Certificate at Middlesex Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a degree program in Health Information Management, specifically modification of courses, course substitutions, change in program title to Clinical Coding Certificate, and change in CIP code to 51.0713, leading to an Associate of Science at Middlesex Community College.

**BACKGROUND**

The Middlesex coding certificate program was approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) in January 2018. The AHIMA PCAP program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course descriptions reflect the change in curriculum competency standards.

In the process of revising the curriculum, it was discovered that HIM course numbers in this certificate are utilized on other community college campuses and the courses do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue.

This request includes changing the program name from Health Information Management Certificate to Clinical Coding Certificate. This more specific name will enable prospective students to more readily identify their program of interest.

**CIP Code Change:**

CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Clinical Coding Certificate students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

The program addressed the need for credentialed health information professionals in Connecticut. This program is the only AHIMA PCAP approved coding certificate in New England. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as a Certificate Coding Specialist (CCS) and/or a Certified Coding Specialist-Physician-based (CCS-P). The CCS (or CCS-P) credential leads to roles such as Coding Professional (Inpatient Coder), Coding Auditor, DRG Validator, HIM Revenue Cycle Analyst, Coding Educator, and Coding or Revenue Cycle Manager.

**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.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Middlesex Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 4/22/2020
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued Accreditation March 2014	
<b>Original Program Characteristics</b> CIP Code No. 51.0706 Title of CIP Code Health Information/Medical Records Administration/Administrator Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Stand-Alone Certificate: (specify type and level) <b>30 credits linked to HIM A.S. degree</b> Date Program was Initiated: Spring 2014 OHE#: 17696 Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	<b>Original Program Credit Distribution</b> # Credits in General Education: 4 # Credits in Program Core Courses: 26 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <b>Total # Cr in the Program (sum of all #Cr above): 30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): <input checked="" type="checkbox"/> Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) <input checked="" type="checkbox"/> Change of Degree Title or Program Title * <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program."	
<b>Modified Program Characteristics</b> Name of Program: Clinical Coding Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b> Certificate <sup>1</sup> : (specify type and level) <b>30 credits linked to A.S. Degree in HIM</b> Program Initiation Date: Spring 2021 Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	<b>Modified Program Credit Distribution</b> # Credits in General Education: 4 # Credits in Program Core Courses: 26 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <b>Total # Cr in the Program (sum of all #Cr above): 30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>21</b>
<b>Total Number of courses and course credits to be modified by this application:</b> 5 courses/15 credits	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: AHIMA PCAP Approved Coding Certificate since January 2018 with requirement to comply with 2018 PCAP Coding Certificate Competencies by 9/1/2021.</li> <li>If program prepares graduates eligibility to state/professional license, please identify: Eligible for AHIMA Certificate Coding Specialist (CCS) or Certified Coding Specialist-Physician-based (CCS-P)</li> </ul>	

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

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**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM**

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

**Institutional Contact for this Proposal:** Jill Flanigan Title: HIM Program Coordinator Tel.: 860-343-5791 e-mail: jflanigan@mxcc.edu

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

**SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION**

*(Please Complete Sections as Applicable)*

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

The Middlesex coding certificate program was approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP) in January 2018. The AHIMA PCAP program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course description reflect the change in curriculum competency standards

In the process of revising the curriculum, it was discovered that HIM course numbers in this certificate are utilized on other community college campuses and the courses do not share at least 80% of their content with courses at Middlesex. This program change reflects creating new course numbers to address this issue.

This request includes changing the program name from Health Information Management Certificate to Clinical Coding Certificate. This more specific name will enable prospective students to more readily identify their program of interest.

CIP Code Change:

CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent.

The final change is restructuring the program entry course with consideration of Guided Pathways. This course will not have prerequisites to enable all Clinical Coding Certificate students to take a program course in the first semester. The course outcomes include the proposed First-year Experience competencies in addition to program-specific content.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The program addressed the need for credentialed health information professionals in Connecticut. This program is the only AHIMA PCAP approved coding certificate in New England. Graduates are eligible for certification through the American Health Information Management Association (AHIMA) as a Certificate Coding Specialist (CCS) and/or a Certified Coding Specialist-Physician-based (CCS-P). The CCS (or CCS-P) credential leads to roles such as Coding Professional (Inpatient Coder), Coding Auditor, DRG Validator, HIM Revenue Cycle Analyst, Coding Educator, and Coding or Revenue Cycle Manager,

- 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?

As the only AHIMA PCAP approved coding certificate in New England, our central location and online course offerings are a benefit to students interested in professional certification in Health Information Management. BIO 115 Human Biology is currently the only course in this certificate that is not offered online. We have planned our programs to create a



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

clear pathway for students who being in our non-credit Medical Billing and Coding Program to progress into our credit certificate and/or associate degree programs. Our program faculty are AHIMA-credentialed (RHIA and RHIT) with extensive industry experience with past roles including System Analyst, Clinical Information Manager, Education Specialist, Privacy Officer, and Director of Health Information Management.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided Middlesex Community College is the only AHIMA PCAP approved coding certificate program and leads to professional certification as a CCS and/or CCS-P. Non-credit Medical Billing and Coding programs in the community college system lead to an entry-level coding credential from that American Academy of Professional Coders (AAPC) as a Certified Professional Coder (CPC). This certification represents a narrow coding skill set and is not equivalent to the credentials that students can earn with the Middlesex credit Clinical Coding Certificate. At Middlesex, we have modified the non-credit Medical Billing and Coding program with consideration of Guided Pathways to enable students to ladder up from the non-credit program to the credit certificate and into the HIM A.S. degree.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Employers are contacting Middlesex Community College seeking certified graduates to apply for open positions. Searches of employment websites for the CCS and CCS-P credentials in Connecticut yield 20+ openings. The Standard Occupational Classification for this program was revised by the U.S. Bureau of Labor Statistics in 2018. The revised classification is:

*29-2072 Medical Records Specialists Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the healthcare system. Classify medical and healthcare concepts, including diagnosis, procedures, medical services, and equipment, into the healthcare industry's numerical coding system. Includes medical coders.*

Data available through the Connecticut Department of Labor is under the 2010 Standard Occupational Classification:

**29-2071 Medical Records and Health Information Technicians**

*Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry's numerical coding system. Excludes "File Clerks" (43-4071).*

*Illustrative examples: Cancer Registrar, Health Information Coder, Health Information Systems Technician, Medical Records Specialist*

According to the CT Department of Labor, employment in this field is expected to have an average annual growth rate from 2016 through 2026 of 1% per year with 131 Average Annual Job Openings. In 2019, the Average Annual Salary in Connecticut was \$52,295.00.

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

Original	Modified
Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)	Gen Ed: Scientific Knowledge or Scientific Reasoning – BIO*115 Human Biology (or BIO*212 A&P II)
<b>HIM*203 Pathophysiology</b>	<b>BIO*203 Pathophysiology</b>
<b>MED*125 Medical Terminology</b>	<b>HIM*101 Medical Terminology</b>
HIM*213 Pharmacology for HIM	HIM*213 Pharmacology for HIM
<b>HIM*201 Health Information Management Principles</b>	<b>HIM*105 Introduction to Health Information Management</b>
<b>HIM*205 Medical Coding I</b>	<b>HIM*120 Clinical Classification Systems I</b>
<b>HIM*206 Medical Coding II</b>	<b>HIM*121 Clinical Classification Systems II</b>
HIM*215 Clinical Coding PPE I	HIM*215 Clinical Coding PPE I
HIM*216 Clinical Coding PPE II	HIM*216 Clinical Coding PPE II
HIM*217 Clinical Coding PPE III	HIM*217 Clinical Coding PPE III
<b>HIM*290 Certification Exam Preparation</b>	<b>HIM*290 CCS (or CCS-P) Certification Exam Preparation</b>

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

The American Health Information Management Association (AHIMA) Professional Certificate Approval Program requires that approved programs meet the 2018 PCAP Coding Certificate Competencies by Fall semester 2021. The course outcomes and course description reflect the change in curriculum competency standards

The course numbers for courses found to be in the catalog of other campuses in the system that do not share at least 80% of the content have been replaced with new, unique course numbers to accurately reflect the unique program at Middlesex.

1. HIM\*201 Health Information Management Principles [change to: HIM\*105 Introduction to Health Information Management]
2. HIM\*205 Medical Coding I [change to Clinical Classification Systems I]
3. HIM\*206 Medical Coding II [change to Clinical Classification Systems II]

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

Full-time AHIMA-credentialed Health Information Management faculty are required for AHIMA PCAP Approval and are already assigned to the program.

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan, Associate Professor	Southern Connecticut State University	Registered Health Information Technician (RHIT)	Health Information Management Program Coordinator
Elaine Ippolito, Assistant Professor	Indiana University	Registered Health Information Administrator (RHIA)	Health Information Management Faculty

**Other Considerations**

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM**

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	2	0	1	0	0
New Students	0	4	1	0	0	1
Returning Students	1	4	1	2	0	4
ACTUAL Headcount Enrollment	1	10	2	3	0	5
Fall FTE accounted for by Program Majors	5.5		2.6		2.0	
Size of Credentialed Group(s) for Given Year	4		0		6	

#### Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*<sup>2</sup>

Course Number and Name <sup>3</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
HIM*105 Introduction to HIM	1,2,3		3	HIM*101 Medical Terminology	5	3
HIM*120 Clinical Classification Systems	1,3	BIO*115 or BIO*212, HIM*101	3	BIO*203 Pathophysiology	5	3
HIM*121 Clinical Classification Systems	1,3	BIO*115 or BIO*212, HIM*101	3	HIM*213 Pharmacology for HIM	5	1
HIM*215 Clinical Coding PPE I	1,2,5	HIM*120, HIM*121, HIM*203	3	BIO*115 Human Biology	5	4
HIM*216 Clinical Coding PPE II	1,4,5	HIM*120, HIM*121, HIM*203	3			
HIM*217 Clinical Coding PPE III	1,3,5	HIM*120, HIM*121, HIM*203	3			
HIM*290 CCS (or CCS-P) certification Exam Preparation	1-5		1			
Core Course Prerequisites				Elective Courses in the Field		
Eligible for ENG*101 or ENG*101E (prerequisite for BIO*115 and HIM*101)						
Eligible for MAT*137 (prerequisite for BIO*115)						
BIO*115 Human Biology or BIO*212 Anatomy & Physiology II						
HIM course sequence reflected in prerequisites of HIM*101, HIM*120, HIM*121, HIM*203 for more advanced courses as students progress through the program.						

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

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

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**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM**

Total Other Credits Required to Issue Modified Credential				

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

1. Apply knowledge of data content structure and standards to apply classification system guidelines including ICD-10-CM, ICD-10-PCS, CPT, HCPCS II, SNOMED-CT, and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
4. Evaluate organization compliance with regulations and standards to support reimbursement.
5. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

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

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

Proposal reflects curriculum changes in courses outcomes, program and course names, and compliance with a revised set of accreditation standards. The proposal does not change staffing of program, the number of courses or course sections, and adds no additional resources.

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**APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM**

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
		<b>10% enrollment increase</b>	<b>10% enrollment increase</b>
	<b>15 students @ 9 credits</b>	<b>17 students @ 9 credits</b>	<b>19 students @ 9 credits</b>
	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>	<b>X \$1,494 (for 9 cr.)</b>
Tuition (do not include internal transfers)	22,410	25,398	28,386
Program-Specific Fees	-	-	-
Other Revenue (Annotate in narrative)	-	-	-
<b>Total Estimated Program Revenue</b>	<b>\$ 22,410</b>	<b>\$ 25,398</b>	<b>\$ 28,386</b>

<b>PROJECTED Program Expenditures*</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
Administration (Chair or Coordinator)	-	-	-
Faculty (Full-time, total for program)	-	-	-
Faculty (Part-time, total for program)	-	-	-
Support Staff	-	-	-
Library Resources Program	-	-	-
Equipment (List as needed)	-	-	-
Other (e.g. student services)	375	375	375
Estimated Indirect Costs (e.g. student services, operations, maintenance)	-	-	-
<b>Total Estimated Program Expenditures</b>	<b>\$ 375</b>	<b>\$ 375</b>	<b>\$ 375</b>

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

Note: Faculty (full and part time) are the same teaching in the degree as in the certificate program.

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION TO CHANGE CIP CODE - MODIFICATION OF ACCREDITED PROGRAM**

CHANGE CIP CODE NUMBER REQUEST		
<b>Institution:</b> Middlesex Community College	Date of Submission to CSCU Office of the Provost: 4/22/2020	
Name of Program: Health Information Management ( <i>request to change name to Clinical Coding has also been submitted</i> )		
Type of Credential ( <i>e.g. Associate Degree, Grad Certificate</i> ) <b>Certificate - Online</b>		
<b>OLD:</b> CIP Code Number 51.0706    Title of CIP Code <b>Health Information/Medical Records Administration/Administrator</b> OHE# 17696		
<b>NEW:</b> CIP Code Number 51.0713    Title of CIP Code Medical Insurance Coding Specialist/Coder		
<b>Explanation / Justification</b> ( <i>Please provide a concise rationale for the change request.</i> ) CIP Code 51.0713 represents a program that leads to working as a Coder. Our program is an American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved coding certificate. The program leads to AHIMA coding certification as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS) or Certified Coding Specialist Physician-Based (CCS-P). The 51.0713 designation accurately reflects the program content and intent.		
<b>Institutional Contact for this Request:</b> Jill Flanigan	Title: HIM Program Coordinator	Tel.: 860-343-5791 e-mail: jflanigna@mxcc.edu
<b>Institution's Unit</b> ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: Health Careers/Main campus		

### HIM On-Ground & Online AS Degree

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

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	2	9	1	6	2	3
New Students	4	0	1	0	1	3
Returning Students	4	11	3	12	2	10
<b>ACTUAL Headcount Enrollment</b>	10	20	5	18	5	16
<b>Fall FTE accounted for by Program Majors</b>	17.4		13.3		10.7	
<b>Size of Credentialed Group(s) for Given Year</b>	4		0		14	

### HIM On-Ground & Online Certificate

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

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2018		Fall Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	2	0	1	0	0
New Students	0	4	1	0	0	1
Returning Students	1	4	1	2	0	4
<b>ACTUAL Headcount Enrollment</b>	1	10	2	3	0	5
<b>Fall FTE accounted for by Program Majors</b>	5.5		2.6		2	
<b>Size of Credentialed Group(s) for Given Year</b>	4		0		6	

**Combined Associate and Certificate Programs**

PROJECTED Program Revenue	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers) Associate/ Certificate	53 (38 students/15 students) @ 9 credits X \$1,494 (for 9 cr.) \$79,182	10% enrollment increase 59 (42 students/17 students) @ 9 credits X \$1,494 (for 9 cr.) \$88,146	10% enrollment increase 65 (46 students/19 students) @ 9 credits X \$1,494 (for 9 cr.) \$97,110
Program-Specific Fees	-	-	-
Other Revenue (Annotate in narrative)	-	-	-
<b>Total Estimated Program Revenue</b>	<b>\$79,182</b>	<b>\$88,146</b>	<b>\$97,110</b>

**Combined Associate and Certificate Programs**

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator) ) value of part-time lecturer replacement to offset coordinator release	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497	\$1,851/credit X 3 credits \$5,553 Plus 35% fringe \$7,497
Faculty (Full-time, total for program)	Flanigan and Ippolito Salary + fringe For one semester \$126,073	Flanigan and Ippolito Salary + fringe For one semester \$126,073	Flanigan and Ippolito Salary + fringe For one semester \$126,073
Faculty (Part-time, total for program)	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993	\$1,851/credit X 6 credits \$11,106 Plus 35% fringe \$14,993
Support Staff	-	-	-
Library Resources Program	-	-	-
Equipment (List as needed)	-	-	-
Other (e.g. student services) Accreditation Fees: Associate 1500 & Certificate 188	1,688	1,688	1,688
Estimated Indirect Costs (e.g. student services, operations, maintenance)	-	-	-
<b>Total Estimated Program Expenditures</b>	<b>\$150,251</b>	<b>\$150,251</b>	<b>\$150,251</b>

Note: Faculty (full and part time) are the same teaching in the degree as in the certificate program.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Replication of a College of Technology Program

June 18, 2020

**RESOLVED:** That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Data Science Option (CIP Code: 30.7001) with a program modification – leading to an Associate of Science at Three Rivers 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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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Approval of the replication of an Associate of Science: College of Technology Program in Technology Studies: Data Science Option, with modifications, at Three Rivers Community College.

**BACKGROUND**

Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) or modification previously approved by the Board of Regents for another Community College. Three Rivers Community College intends to create a Technology Studies: Data Science Option that mirrors the program and curriculum – with a modification in one of the required courses from 3 credits to 4 credits – at Northwestern Community College approved by the Board of Regents on September 19, 2019.

Three Rivers Community College (TRCC) seeks to replicate the Technology Studies: Data Science A.S. Option developed by Northwestern Community College. Data Science is a rapidly growing field which applies to many industries. This degree will offer local students more opportunities in the job market by providing them with highly sought out skills. Additionally, Three Rivers unique location in the state will offer local businesses a place to train current employees as well as seek out new ones.

This degree is made up of 3 courses that are in the System but are new to TRCC and 18 existing courses. The new courses can all be taught by existing fulltime faculty. The two new data science courses will also be allowed as electives in existing Computer Science degree and the new mathematics course can be used as an elective in Natural Science & Mathematics degree, thereby increasing enrollment in all these new courses.

There will be no additional costs for this program as the administration falls under current duties of the program coordinator, and the teaching of the courses will be part of the regular duties of existing full-time faculty.

**RECOMMENDATION**

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



CONNECTICUT COLLEGE OF TECHNOLOGY  
REGIONAL CENTER FOR NEXT GENERATION MANUFACTURING

61 Woodland Street, Hartford, Connecticut 06105



August 28, 2020

Dr. Jane Gates  
Provost & Senior Vice President of Student & Academic Affairs  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

Dear Dr. Gates,

As Executive Director of the Connecticut College of Technology, I am requesting approval from the Connecticut Board of Regents for Higher Education (BOR) for the implementation of the Technology Studies: Data Science Option A.S. degree at Three Rivers Community College using the BOR resolution for the expedited replication of COT programs that was approved on February 1, 2018. This A.S. degree option was previously approved by the BOR and is currently offered at Northwestern CT Community College and fits a local need at Three Rivers Community College.

The specific COT options under the Technology Studies Associate Degree that is being requested for approval for implementation at Three Rivers Community College is Technology Studies: Data Science Option.

This replication was approved by the College of Technology Coordinators Council on May 15, 2020.

Sincerely,

*Dr. Karen Wosczyzna-Birch*

Dr. Karen Wosczyzna-Birch  
State Director, Connecticut College of Technology  
Executive Director, Regional Center for Next Generation Manufacturing



# Three Rivers

COMMUNITY COLLEGE

574 New London Turnpike, Norwich, CT 06360-6598  
[www.threerivers.edu](http://www.threerivers.edu)

April 13, 2020

To: Dr. Karen Wosczyzna-Birch, State Coordinator, College of Technology

From: Robert A. Farinelli, Dean of Academics and Student Services

Re: Technology Studies, Data Science Option

Three Rivers Community College is requesting approval to replicate the Technology Studies: Data Science Option initially developed at Northwestern Community College and authorized by the BOR for Spring of 2020.

Three Rivers has a certificate in Data Analytics that includes some of the required courses for this degree and the faculty in Computer Science and Mathematics are working to develop the remaining necessary courses.

We look forward to your support in this endeavor.

Attached is the application including the operational plan and budget. Please let me know if you have any questions.

Thank you,

Robert A. Farinelli  
Dean of Academics and Student Services

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Three Rivers Community College	<b>Date of Submission to CSCU Office of the Provost:</b>	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b>		
<b>Program Characteristics</b> Name of Program: Technology Studies: Data Science Option Degree: Title of Award (e.g. Master of Arts) Associate of Science Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2020 Anticipated Date of First Graduation: Spring 2022 Modality of Program: On ground    Online    x Combined If "Combined", % of fully online courses? 20% Locality of Program: x On Campus    Off Campus    Both	<b>Program Credit Distribution</b> # Credits in General Education: 38-39 # Credits in Program Core Courses: 18 # Credits of Electives in the Field: 9 # Credits of Other Electives: 3 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 68-69</u> 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>Replicated College of Technology Program Characteristics</b> Name of Program: Technology Studies: Data Science Option Institution: Northwestern Connecticut Community College CIP Code No. 27.0304    Title of CIP Code Computational and Applied Mathematics		
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		
<b>Other Program Accreditation:</b> <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> Elizabeth Allen          <div style="text-align: center;">&amp; Mark Vesligaj</div>	Title: Associate Professor of Mathematics       <div style="text-align: center;">&amp; COT Site Coordinator</div>	Tel.: 8602159452 e-mail: <a href="mailto:eallen@trcc.commnet.edu">eallen@trcc.commnet.edu</a>       Tel: 8602159442 e-mail: <a href="mailto:mvesligaj@trcc.commnet.edu">mvesligaj@trcc.commnet.edu</a>
<b>Institution's Unit</b> (e.g. School of Business): Business and Technology Department    Location (e.g. main campus) Offering the Program: Main Campus		
<b>Background and Rationale:</b> (Provide the context for and need for the proposed replication) Data Science is a rapidly growing field which applies to many industries. This degree will offer local students more opportunities in the job market by providing them with highly sought out skills. Additionally, Three Rivers unique location in the state will offer local businesses a place to train current employees as well as seek out new ones.  Students who are looking to continue their education in Data Science will have several options: Southern Connecticut State University is offering a BS in Data Science; University of Hartford is offering a minor in Data Science with it's BS in Mathematics degree; Eastern Connecticut State University is working on a BS in Data Science program. Additionally, several state Universities are offering Master's programs: CCSU, Fairfield University and Sacred Heart University.		

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM

#### SECTION 2: PROGRAM QUALITY ASSESSMENT

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

*(Please 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.)*

This degree is made up of 3 courses that are in the System but are new to TRCC and 18 existing courses. The new courses can all be taught by existing fulltime faculty. The two new data science courses will also be allowed as electives in existing Computer Science degree and the new mathematics course can be used as an elective in Natural Science & Mathematics degree, thereby increasing enrollment in all these new courses.

There will be no additional costs for this program as the administration falls under current duties of the program coordinator, and the teaching of the courses will be part of the regular duties of existing full-time faculty.

**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 Elizabeth Allen, Associate Professor of Mathematics. Approximately 40% her FTE will be spent teaching, advising and administering this program, along with Data Analytics Certificate.

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

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

0

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

N/A

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

10% of the courses could be taught by adjunct faculty. The Data Science courses and Stat 200 level course will be taught by full time faculty.

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

A Master's degree in Mathematics, Statistics, Computer Science or Data Science will be required to teach these courses.

**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)*

Data Science, Statistics and Computer Science courses will all need to be taught in computer labs. The labs currently available at TRCC are sufficient.

**\*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 3.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR NEW PROGRAM APPROVAL – REPLICATION OF A COT PROGRAM***

**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
Elizabeth Allen, Associate Professor	Central Connecticut State University	MA in Mathematics with a concentration in Statistics 15 years teaching Statistics, extensive PD in Data Science	Teaching Mathematics, Statistics Program Coordinator for Data Analytics Certificate
Patrick Burton, Assistant Professor	Rensselaer Polytechnic Institute	MS Computer Science, 30 years industry experience with over 20 years in the area of database, data fusion, data visualization across varies domains and industry sectors	Teaching Computer Science Program Coordinator for Computer Science

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APPLICATION FOR NEW *PROGRAM APPROVAL* – *REPLICATION OF A COT PROGRAM*

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)		0		10				10		5				10		5		
New Students (first time matriculating)		10		0				20		0				30		0		
Continuing Students progressing to credential		0		10						30						40		
Headcount Enrollment		10		20				30		35				40		45		
Total Estimated FTE per Year <sup>1</sup>	Fall 5 Spring 10						Fall 15 Spring 17.5						Fall 20 Spring 22.5					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>		9780		9780				9780		4890				9780		4890		
Tuition from Internal Transfer <sup>2</sup>				9780				19560		29340				29340		39120		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)		11990		23980				35970		41965				47960		53955		
Total Annual Program Revenue	Fall \$21770 Spring \$43540						Fall \$65310 Spring \$76195						Fall \$87080 Spring \$97965					
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>	\$2000 or 3 credit release	\$2000 or 3 credit release	\$2000 or 3 credit release															
Faculty (Full-time, total for program) <sup>4</sup>																		
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>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	\$2000 or 3 credit release	\$2000 or 3 credit release	\$2000 or 3 credit release															

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



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

September 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Applied Behavioral Analysis (CIP Code: 42.2814 OHE# TBD) – leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Establishment of a new program leading to a leading to a Master of Science in Applied Behavioral Analysis at Southern Connecticut State University.

**BACKGROUND**

The proposed MS- Applied Behavior Analysis (ABA) program aligns with the mission of Southern Connecticut State University to serve the public good. Southern's commitment to liberal arts and professional disciplines means an applied science of learning, used to support a variety of individuals, is an excellent fit. The proposed program prepares professionals as scientist-practitioners who can go into their communities, listen to those in search of improvement (e.g., students with and without disabilities, parents, educators, etc), and help them achieve their varied goals.

The Applied Behavior Analysis (ABA) MS is both the addition of a Special Education (SPED) masters area as well as a method of training masters level Behavior Analysts beyond what SCSU already offers. This program will prepare masters level students to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments, as well as prepare them to pass the BCBA exam and to apply to become a licensed Behavior Analyst in the State of CT. ABA is relevant for many professional fields, but the SCSU ABA courses will be particularly relevant for special educators, school psychologists, and other educational or human-service professionals. This is consistent with Southern's commitment to training professionals to provide high-quality services using current research-supported practices. The program also provides a solid foundation in ethics and issues in professional practice, so certificants will have the knowledge to practice responsibly. It is the aim of this program to aid in closing the aforementioned gaps in ABA by providing high-quality and rigorous training in the science of ABA.

The US Bureau of Labor Statistics and other government workforce monitoring sources do not track ABA as a distinct profession, so the information is likely distributed across other professions within education and human service fields. Therefore, the following sources provide the most current ABA-focused information on national and local needs for ABA professionals. In 2000, there were only 400 certified behavior analysts. In 2012, that number passed 10,000. Currently, in 2020, there are about 40,000 certified behavior analysts, illustrating a particularly rapid growth in recent years. The demand for Board Certified Behavior Analysts (BCBA) has grown nationally by 800% across the last decade and is projected to increase similarly in the coming years (Behavior Analyst Certification Board, 2019). Specifically, in the State of Connecticut, there is an identified shortage in high-trained BCBAs leading to consistent understaffing in Behavior Analytic positions (Connecticut Association for Behavior Analysis, 2019). From 2018-2019, the number of Licensed Behavior Analysts in CT grew by 16%, further supporting the growth of ABA in CT.

Graduates of currently approved ABA programs at Southern have successfully transitioned into BCBA/ABA positions across CT, MA, and in other parts of the country. By way of reports from

Southern's ABA program graduates, 100% of graduates who have attempted to gain employment in ABA/BCBA positions have successfully transitioned to new jobs.

**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.

09/04/2020 – BOR -Academic and Student Affairs Committee

09/17/2020 – 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> Southern CT State University	<b>Date of Submission to CSCU Office of the Provost:</b> 05/20/20
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 5 <sup>th</sup> Year Interim Report accepted Feb. 2017	
<b>Program Characteristics</b> Name of Program: Applied Behavior Analysis (ABA) Degree: Title of Award ( <i>e.g. Master of Arts</i> ) Master of Science (MS) Degree Certificate: ( <i>specify type and level</i> ) Stand-Alone Certificate: ( <i>specify type and level</i> ) Anticipated Program Initiation Date: January 2021 Anticipated Date of First Graduation: May 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: 0 # Credits in Program Core Courses: 21 # Credits of Electives in the Field: 0 # Credits of Other Electives: 9 # Cr Special Requirements ( <i>include internship, etc.</i> ): 0  <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): <b>30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>27</b>
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR	
CIP Code Number 42.2814 Title of CIP Code Applied Behavior Analysis	
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 ( <i>e.g. School of Business</i> ) College of Education      Location ( <i>e.g. main campus</i> ) Offering the Program: Main Campus	
Other Program Accreditation: <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA</li> <li>If program prepares graduates eligibility to state/professional license, please identify:  Behavior Analyst Certification Board (BACB) administers exam to become a Board Certified Behavior Analyst (BCBA)</li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs Tel.: 203-392-5350 e-mail: <a href="mailto:prezant1@southernct.edu">prezant1@southernct.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 proposed MS- Applied Behavior Analysis (ABA) program aligns with the mission of Southern Connecticut State University to serve the public good. Southern's commitment to liberal arts and professional disciplines means an applied science of learning, used to support a variety of individuals, is an excellent fit. The proposed program prepares professionals as scientist-practitioners who can go into their communities, listen to those in search of improvement (e.g., students with and without disabilities, parents, educators, etc), and help them achieve their varied goals.

#### Addressing Identified Needs

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

The US Bureau of Labor Statistics and other government workforce monitoring sources do not track ABA as a distinct profession, so the information is likely distributed across other professions within education and human service fields. Therefore, the following sources provide the most current ABA-focused information on national and local needs for ABA professionals. In 2000, there were only 400 certified behavior analysts. In 2012, that number passed 10,000. Currently, in 2020, there are about 40,000 certified behavior analysts, illustrating a particularly rapid growth in recent years. The demand for Board Certified Behavior Analysts (BCBA) has grown nationally by 800% across the last decade and is projected to increase similarly in the coming years (Behavior Analyst Certification Board, 2019). Specifically, in the State of Connecticut, there is an identified shortage in high-trained BCBA's leading to consistent understaffing in Behavior Analytic positions (Connecticut Association for Behavior Analysis, 2019). From 2018-2019, the number of Licensed Behavior Analysts in CT grew by 16%, further supporting the growth of ABA in CT.

The Applied Behavior Analysis (ABA) MS is both the addition of a Special Education (SPED) master's area as well as a method of training master's level Behavior Analysts beyond what SCSU already offers. This program will prepare master's level students to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments, as well as prepare them to pass the BCBA exam and to apply to become a licensed Behavior Analyst in the State of CT. ABA is relevant for many professional fields, but the SCSU ABA courses will be particularly relevant for special educators, school psychologists, and other educational or human-service professionals. This is consistent with Southern's commitment to training professionals to provide high-quality services using current research-supported practices. The program also provides a solid foundation in ethics and issues in professional practice, so certificants will have the knowledge to practice responsibly. It is the aim of this program to aid in closing the aforementioned gaps in ABA by providing high-quality and rigorous training in the science of ABA.

Graduates of currently approved ABA programs at Southern have successfully transitioned into BCBA/ABA positions across CT, MA and in other parts of the country. By way of reports from Southern's ABA program graduates, 100% of graduates who have attempted to gain employment in ABA/BCBA positions have successfully transitioned to new jobs.

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

The proposed MS ABA is designed to capitalize on Southern's ABA faculty, who currently also teach ABA courses in other graduate programs. At this time, no additional resources or faculty are being requested to deliver the MS ABA

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

### Connecticut State Colleges & Universities

#### APPLICATION FOR NEW PROGRAM APPROVAL

program. Additionally, Southern has coursework that is currently approved as part of a Verified Course Sequence (VCS) in ABA, which is approved through the Behavior Analyst Certification Board (BACB) and Association for Behavior Analysis International (ABAI). This VCS status means graduates from Southern's MS ABA program would meet the coursework requirements necessary to sit for the certification exam in ABA. Graduate students in the Special Education Department are often former students and live in the New Haven and CT coastal communities. The proposed MS ABA expects to continue to serve this population as well as attract other students who may not have attended Southern but are looking for a face-to-face master's program in ABA.

- 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?

*Applied behavior analysis is uniquely positioned to take actions to help all students succeed. This unique position is due to ABA's focus on individual assessment of skills sets and progress toward goals based on 100 years of established science in learning and performance. All students will be supported through ongoing monitoring of performance and the use of ABA-based assessment and intervention to improve each student's success and progress towards meeting their goals and goals established for professionals in the field of ABA.*

- 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)

NA

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

Western CT State University currently has an online master's degree program in ABA. Southern's proposed program is on-ground and is designed to enroll and support those students who are interested in the face-to-face instructional setting and experiences. In the field of ABA, a large proportion of students have consistently demonstrated clear preferences of online vs on-campus instruction (and vice versa). Therefore, the impact on Western's enrollment is anticipated to be minimal.

#### 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.)*

Southern currently has graduate level courses in the Special Education Department that are taught by two full-time faculty members who are approved verified course sequence instructors (Verified Course Sequences [VCS] are aligned with Behavior Analyst Certification Board [BCBA] and Association of Behavior Analysis International [ABAI].

#### Budget Assumptions:

- The program consists of 30 credits taken over three regular semesters, winter sessions, and summer sessions.
- All enrollment is part-time
- Each new cohort will start after the previous cohort is finished; every third regular semester (fall/spring)
- This program will make use of existing instructional capacity in the College of Education and will require no new resources. Should enrollment significantly exceed projections in subsequent cohorts, additional instructional faculty will be considered.

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**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.*

Because ABA is still a relatively small field and not widely known and understood, students interested in ABA have often worked in settings incorporating the principles of ABA and/or have worked closely with a BCBA at some point during their career. Potential students for ABA programs typically use ABA-resources to identify verified course sequences (VCS) via the website of the association for behavior analysis international (ABAI), through contact with behavior analysts, or engagement at local conferences (such Connecticut's annual CT Association for Behavior Analysis conference). Southern is included in the Verified Course Sequence list as an on-campus ABA program in CT, and will likely be the first point of contact for students with Southern's ABA programs (unless the potential student is a Southern graduate). Secondly, potential students of ABA may identify programs at local ABA conferences. Southern has a presence in CT ABA as an Organizational Member and will continue to engage in recruitment activities at CT ABA conferences. Finally, Southern's ABA faculty have recruited potential students by visiting other special education classes to present brief informational sessions.

Current enrollment projections are based on interest expressed from students in enrolling in a MS ABA program. Over the past two years, over 20 students have approached Southern's ABA faculty about the possibility of becoming students in an ABA master's program. Based on past interest and enrollment, a conservative estimate would be 30-60 percent of interested students complete the application and enroll in the program.

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

As noted above, student who consider and enter into ABA programs have a particular and focused interest on ABA and becoming a BCBA. Based on this specific motivation, ABA programs at Southern and other universities have higher than average retention. Southern's current ABA programs have had over 95% retention, with one student requesting to exit the program for personal reasons.

Once students enter the program, Southern's ABA coursework uses behavior analytic principles and practices to structure coursework to identify and build on current skills. New content is introduced and expanded while monitoring performance. Student's who are identified as needing additional support, based on performance indicators (e.g., in-class assignments, projects, quizzes, and exams), are supported through individualized advisement activities (such as those focused on studying habits, organization, content review, and additional opportunities for practice and feedback). These strategies have been successful on both small-scale (e.g., mastering basic vocabulary) and large-scale (e.g., passing the BCBA exam after program completion) student specific needs.

# 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. Identify, describe, and utilize various measurement systems to assess learning and performance of individuals: This LO addresses Content Areas A, B, G, I, and FK from the BACB task list (4th Edition) and will be the focus of SED 531, 691, 693 & 694; assessment will be in the form of weekly quizzes, midterm and final exams, and a functional behavior assessment and behavior intervention plan project, as well as a variety of in-class assignments that focus on components of the larger assessment and intervention projects.
2. Identify, describe, and utilize educational and ABA-based assessment procedures and interventions to influence the behavior of individuals: This LO addresses Content Areas C, D, E, F, G, I, J, K and FK from the BACB task list (4th Edition) and will be a primary focus of SED 514, 531, 689, 690, 692, 693 & 694; assessment will be in the form of weekly quizzes, comprehensive exams, research article reviews and presentations, curriculum design assignments, assessment projects, and behavior intervention plan projects.
3. Identify ethical responsibilities and professional practices and describe appropriate responses to various ethical and professional scenarios: This LO addresses the BACB's Professional and Ethical Compliance Code and will be the focus of SED 514 and 641; assessment will be in the form exams, case analysis projects, presentations on ethical dilemmas and resolutions, and written responses to readings.

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

The Program Administrator will be a Doctoral Level FT Faculty member with a degree in ABA or related field and must be currently certified as a behavior analyst at the masters or doctoral level (i.e., BCBA or BCBA-D). The anticipated program administrator will be Dr. Mark Groskreutz, BCBA-D.

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

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

No new faculty members are necessary to begin the proposed MS ABA

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

NA

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

No credits are proposed to be taught by adjunct faculty at this time.

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



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### APPLICATION FOR NEW PROGRAM APPROVAL

Minimal qualifications for potential future adjunct faculty will include a masters or doctoral degree (preferred) in ABA or related field and current certification as a BCBA/BCBA-D. Additionally, potential adjunct faculty members will need to be approved by the Association for Behavior Analysis International, which is an ABAI-established prerequisite to teaching courses in a Verified Course Sequence (VCS).

**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)*

This concentration will make use of existing instructional capacity in the College of Education and will require no new resources.

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**Curriculum**

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

Course Number and Name	L.O. # <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>		
SED 641 – Ethics and Professional Conduct	3	689, 690, 691, 693, 694	3			
SED 642 – Organizational Behavior Management and Supervision	2, 3	689, 690, 691, 693, 694	2			
SED 689 – Philosophical Underpinnings of ABA	2	-	1			
SED 690 – Principles of ABA	2	-	3			
SED 691 – Single Subject Research Methods	1	-	3			
SED 692 – Advanced ABA	2, 3	689, 690, 691, 693, 694	3			
SED 693 – Assessment in ABA	1, 2	689, 690, 691	3			
SED 694 – Intervention in ABA	1, 2	689, 690, 691	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field*</b>		
Admission to the MS ABA				SED 514 - Transition within Disability Services	2, 3	3-
				SED 531 – Research in Special Education	1	3-
				*examples of elective courses chosen in consultation with academic advisor. 9cr electives total		
<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 Proposed MS ABA would include 30 credits: 21 credits are contained in the core ABA verified course sequence (VCS); the remaining 9 credits are elective credits. Admission requirements are the same as other SED master's degree requirements, except there will be a brief interview by faculty teaching in the ABA program. The proposed MS ABA will include a comprehensive exam to be completed at the end of the program.

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

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*APPLICATION FOR NEW PROGRAM APPROVAL*

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Mark Groskreutz, BCBA-D, Associate Professor	Utah State University	Disability Disciplines, ABA Specialization	Coordinator of Graduate level ABA programs, teaching ABA courses
Dr. Meghan Brahm, BCBA, Assistant Professor	National University of Ireland, Galway	Psychology, ABA	Teaching ABA and ASD courses

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

PROJECTED Enrollment	First Year FY21						Second Year FY22						Third Year FY23					
			Spring 2021		Summer 2021		Fall 2021		Wintersession 2022		Spring 2022		Fall 2022*		Wintersession 2023		Spring 2023	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)				15										20				
Continuing Students progressing to credential						15		15		15		15				20		20
Headcount Enrollment				15		15		15		15		15		20		20		20
Total Estimated FTE per Year <sup>1</sup>	5						5						6.7					
PROJECTED Program Revenue	First Year FY21						Second Year FY22						Third Year FY23					
			Spring 2021		Summer 2021		Fall 2021		Wintersession 2022		Spring 2022		Fall 2022		Wintersession 2023		Spring 2023	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>				81,375		69,750		69,750		34,875		93,000		108,500		46,500		93,000
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (Registration fee @ \$55 per semester)				825		825		825		825		825		1,100		1,100		1,100
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$152,775						\$200,100						\$251,300					
PROJECTED Program Expenditures <sup>3</sup>							<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. <i>All enrollment is part-time for the program.</i></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. <i>Existing capacity will be used to deliver the program.</i></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. <i>15% Indirect Cost rate applied.</i></p> <p><i>* Each new cohort will start after the previous cohort is finished; every 3rd regular semester (therefore no Summer2022).</i></p>											
	First Year FY21	Second Year FY22	Third Year FY23															
Administration (Chair or Coordinator) <sup>4</sup>	10%	10%	10%															
Faculty (Full-time, total for program) <sup>4</sup>	20%	20%	20%															
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>																		
Estimated Indirect Costs <sup>6</sup>	22,916	30,015	29,208															
Total Expenditures per Year	\$22,916	\$30,015	\$29,208															

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

September 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Civil Engineering (CIP Code: 14.0801) – leading to a Master of Science 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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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Establishment of a new program leading to a Master of Science in Civil Engineering at Central Connecticut State University.

**BACKGROUND**

The Engineering Department within the School of Engineering, Science, and Technology at Central Connecticut State University will transition its Master of Science in Engineering Technology (MSET) degree program with two specializations and instead offer two independent Master of Science in Engineering degrees: a Master of Science in Civil Engineering (MSCE) and a Master of Science in Mechanical Engineering (MSME). With continued growth, additional faculty members could be added to achieve full-scale program implementation across all three concentrations.

The Master of Science in engineering programs (MSCE and MSME) are more appropriate next steps to our very successful and more analytical engineering degrees now offered. Over the past 3 years, the Civil Engineering BS program averages 113 students in Fall headcount enrollment and graduates an average of 27 students per year. Many of our graduates have needed to seek advanced degrees at other institutions. The MSCE will draw students from a larger number of in-State graduates and professionals holding a BS in Civil Engineering. International students may also find the degree attractive to bolster their credentials for work in the US.

Attracting Masters-level engineering students allows faculty opportunities to undertake more challenging research including industrial community outreach through company-sponsored projects. The two-term Thesis requirement provides the curricular opportunity for graduate students to perform such research in consultation with their faculty advisor.

Consistent with CCSU's mission, the proposed MSCE provides educational advancement through learning-centered environments designed to engage students and faculty in the discovery, application, and dissemination of knowledge. Advancing students' knowledge base and professional achievements transform students from generalists to specialists in their respective fields. Our curricular experiences and pedagogy are centered around finding solutions to technological, human, and environmental challenges that improve the quality of life.

We expect our MS graduates to help fill the state-wide demand for civil engineers and take on jobs requiring advanced abilities and responsibility. Although a Bachelor's level degree in civil engineering prepares students for many jobs, an MS in Civil Engineering provides two major opportunities for advancement. First, the MS would count towards the experience requirement of professional licensure in the State of Connecticut. According to the Connecticut Department of Consumer Protection, candidates for the Professional Engineering exam under Class 1 (i.e., an accredited degree in engineering) require 4 years of engineering experience following the

Bachelor's degree. However, "When an advanced degree in engineering has been awarded at an approved institution, 'education in residence' may be considered as part of the experience requirement. This means that the candidate was attending school fulltime when completing their postgraduate degree(s). The Board will credit one year of engineering experience." In a depressed economy, students who cannot initially find a job would be well served by pursuing a Master's degree full-time because it can count towards a year of professional experience for licensure.

Second, an MS provides additional mobility within the industry. For example, working in a consulting or design firm or being a manager generally requires an MS-level education. According to Monster.com, a Civil Engineer in Hartford earns a median salary of \$81,214 (4% higher than the national average); a Civil Engineering Manager earns a median salary of \$104,886 (17% higher than the national average). The US Bureau of Labor Statistics reports that median wages were 9 to 13% higher for civil engineers with a master's degree.

**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.

09/04/2020 – BOR -Academic and Student Affairs Committee  
09/17/2020 – 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	Date of Submission to CSCU Office of the Provost: March 25, 2020	
Most Recent NECHE Institutional Accreditation Action and Date: Accredited April 12, 2019		
<b>Program Characteristics</b> Name of Program: Civil Engineering Degree: Title of Award (e.g. <i>Master of Arts</i> ) Master of Science in Civil Engineering (MSCE) Degree Certificate: (specify type and level) Stand-Alone Certificate: (specify type and level) Anticipated Program Initiation Date: Fall 2021 Anticipated Date of First Graduation: December 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: 0 # Credits in Program Core Courses: 6 # Credits of Electives in the Field: 18 # Credits of Other Electives: 0 # Cr Special Requirements (include internship, etc.): 6 Thesis  <u>Total # Cr in the Program</u> (sum of all #Cr above): 30 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 9 in initial concentration	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 14.0801    Title of CIP Code Civil Engineering, General		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: MS Engineering Technology    CIP: 15.0000    OHE#: 009299    BOR Accreditation Date: 10/17/2001 Phase Out Period 3 years    Date of Program Termination Spring 2023		
Institution's Unit (e.g. <i>School of Business</i> ) School of Engineering, Science, and Technology    Location (e.g. <i>main campus</i> ) Offering the Program: CCSU main campus.		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (EAC of ABET) 2022-2023</li> <li>• If program prepares graduates eligibility to state/professional license, please identify: Professional Engineering (PE) licensure in many States requires continuing education credits beyond the BS degree in engineering. The Master of Science in Civil Engineering (MSCE) would typically satisfy these requirements.</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Peter F. Baumann, Ph.D.	Title: Professor (Former Chair), Engineering Department	Tel.: 860-832-0086 e-mail: <a href="mailto:baumannp@ccsu.edu">baumannp@ccsu.edu</a>

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**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

*(Provide concise statements)*

Proposal:

The Engineering Department within the School of Engineering, Science, and Technology at Central Connecticut State University will transition its Master of Science in Engineering Technology (MSET) degree program with two specializations and instead offer two independent Master of Science in Engineering degrees: a Master of Science in Civil Engineering (MSCE) and a Master of Science in Mechanical Engineering (MSME).

With continued growth, additional faculty members could be added to achieve full-scale program implementation across all three concentrations.

**The Mission of Central Connecticut State University:**

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 Mission of the School of Engineering, Science, and Technology (SEST):**

The School of Engineering, Science & Technology will strive to provide an innovative and unique educational experience to every student, **develop the most qualified engineers**, scientists and technologists. The School will maintain academic excellence in a wide variety of traditional disciplines and develop innovative disciplines in emerging fields, creating interdisciplinary educational and research programs, and **building the infrastructure to support the expansion of programs**.

The School will be a leader in developing cross-disciplinary initiatives that combine and expand the talents of its students and faculty in all disciplines and prepares our graduates for a multidisciplinary world through a flexible and diverse curriculum; and, meets the needs for a well-educated and skilled workforce.

The School of Engineering, Science, and Technology will provide premier undergraduate and graduate programs in engineering, technology, computing, life and physical sciences, and mathematics. The School will provide a technology-rich, and interdisciplinary learning environment that **offers students a rewarding academic experience through experiential and active learning that embraces the concept of "thinking, learning, and doing."**

The School will strive to **serve a student population that mirrors the diversity of the region and includes many international students**. The School aspires to be a leading force in offering a number of creative outreach programs designed to encourage and support all students to pursue careers in science and engineering.

**Alignment with SEST's mission:**

*Developing the Most Qualified Engineers*

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

The Master of Science in Engineering Technology (MSET) was developed prior to CCSU offering any engineering degrees. Enrollments within the program have steadily declined from 11 students in Fall 2015 to 1 student in Fall 2018. The MSET tends to draw only from the CCSU Bachelor of Science in Engineering Technology programs and a Master's degree is generally not sought by professionals having that credential since it is generally not needed to secure a position. Also, CCSU transitioned its B.S. in Civil Engineering Technology degree into a B.S. in Civil Engineering eliminating the primary source of students for the Civil Specialization of the MSET.

#### *Building the Infrastructure to Support the Expansion of Programs*

The MSCE will begin offering a single concentration in Structures. The curriculum is designed to support additional concentrations in Transportation and in Environmental & Water Resources Engineering.

#### *Serving a Student Population That Mirrors the Diversity of the Region and Includes Many International Students*

The Master of Science in engineering programs (MSCE and MSME) are more appropriate next steps to our very successful and more analytical engineering degrees now offered. Over the past 3 years, the Civil Engineering BS program averages [113 students in Fall headcount enrollment](#) and [graduates an average of 27 students per year](#). Many of our graduates have needed to seek advanced degrees at other institutions. The MSCE will draw students from a larger number of in-State graduates and professionals holding a BS in Civil Engineering. International students may also find the degree attractive to bolster their credentials for work in the US.

#### *Offering students a rewarding academic experience through experiential and active learning that embraces the concept of "thinking, learning, and doing."*

Attracting Masters-level engineering students allows faculty opportunities to undertake more challenging research including industrial community outreach through company-sponsored projects. The two-term Thesis requirement provides the curricular opportunity for graduate students to perform such research in consultation with their faculty advisor.

Consistent with CCSU's mission, the proposed MSCE provides educational advancement through learning-centered environments designed to engage students and faculty in the discovery, application, and dissemination of knowledge. Advancing students' knowledge base and professional achievements transform students from generalists to specialists in their respective fields. Our curricular experiences and pedagogy are centered around finding solutions to technological, human, and environmental challenges that improve the quality of life.

#### **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*)

We expect our MS graduates to help fill the state-wide demand for civil engineers and take on jobs requiring advanced abilities and responsibility. Although a Bachelor's level degree in civil engineering prepares students for many jobs, an MS in Civil Engineering provides two major opportunities for advancement. First, the MS would count towards the experience requirement of professional licensure in the State of Connecticut. According to [the Connecticut Department of Consumer Protection](#), candidates for the Professional Engineering exam under Class 1 (i.e., an accredited degree in engineering) require 4 years of engineering experience following the Bachelor's degree. However, "When an advanced degree in engineering has been awarded at an approved institution, "education in residence" may be considered as part of the

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

experience requirement. This means that the candidate was attending school fulltime when completing their postgraduate degree(s). The Board will credit one year of engineering experience.” In a depressed economy, students who cannot initially find a job would be well served by pursuing a Master’s degree full-time because it can count towards a year of professional experience for licensure.

Second, an MS provides additional mobility within the industry. For example, working in a consulting or design firm or being a manager generally requires an MS-level education. According to Monster.com, a Civil Engineer in Hartford earns a median salary of \$81,214 (4% higher than the national average); a Civil Engineering Manager earns a median salary of \$104,886 (17% higher than the national average). The [US Bureau of Labor Statistics](#) reports that median wages were 9 to 13% higher for civil engineers with a master’s degree.

**State of Connecticut market feasibility** – *The State of Connecticut Occupational Projections: 2016-2026* reported that employment of civil engineers is solid and is projected to grow over the next decade. The State of Connecticut employment projections are shown in

Table 1 and these include the need for professionals with MS degrees. Although the minimum education is a Bachelor’s degree, the need for professionals with MS degrees should grow at comparable rates.

Table 1: State of Connecticut Occupational Projections: 2016-2026

Occupational Title	Estimated Employment 2016	Projected Employment 2026	10 Year Net Change	10 Year Percent Change	Annual Growth Openings	Annual Total Openings	Median Annual Wage	Minimum Education
Civil Engineers	3,441	3,776	335	9.7	34	290	\$90,915	Bachelor's degree

<https://www1.ctdol.state.ct.us/lmi/projections2016.asp>

According to JobsEQ Connecticut added 182 jobs in civil engineering over the past 3 years since Q3 of 2019. Over the last 180 days from January 30, 2020, Jobs EQ reported 199 job postings in Connecticut for occupations related to civil engineering. Further, there were 58 postings for transportation engineers, a planned concentration. Jobs EQ projects that approximately 61.5% of currently employed civil engineers in Connecticut do not have an advanced degree.

In the State of Connecticut, the award output is lower than the national norm given the size of the occupation in the state (91%). Notably, the Providence-Worcester-Boston overproduces awardees given regional demand (113%). These regional patterns suggest that CT is importing civil engineers and our neighbors to the north are exporting them. Although Jobs EQ data do not provide data separating demand for BS and MS-level graduates, surveying local businesses and agencies suggests that there is demand for Master’s level students and that these companies are particularly interested in opportunities for Masters-level education at CCSU.

Scott Waitkus from BVH Services – and alum of CCSU – noted that the company typically hires at the BS level but that an MS would greatly help an employee be promoted, especially within the structural division. He noted that he employs a CCSU graduate who wants to pursue an MS at CCSU if it is offered. He noted that the company financially supports employees to further their education. He considered offering the MS at CCSU an excellent idea because it would provide an affordable option with a small-school feel. Not everyone wants to attend a big school like UConn.

Russell Arnold, the Director/Town Engineer of the Department of Public Works, and Civil Engineering Advisory Board member noted that employees typically enter with a BS but that an MS would increase mobility. He noted that if CCSU implemented an MS program, he would enroll in it himself. He also noted that the company would reimburse tuition expenses from 50 to 100%. He was very taken with CCSU being the most affordable local option.

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Jeff Scala from Tectonic, also a Civil Engineering Advisory Board member, noted that they typically hire graduates with a BS for general engineering, but are particularly interested in MS-level employees for Civil Engineering. He, too, noted that an MS increases mobility within the company and that the company would subsidize tuition.

**National market feasibility** – The federal Employment Projections program in the U.S. Department of Labor’s Bureau of Labor Statistics provides the national data on civil and mechanical engineering disciplines employment and forecasts for future hiring needs. As shown in Table 2, these projections include growth and replacement openings. Growth is expected to be 6.3% in civil engineering. According to the DOL data, earnings are also expected to remain very strong.

Table 2: National occupational employment and job openings data, projected 2018 and projected 2028, and worker characteristics, 2018 (Numbers in thousands)

Occupational Title	Employment		Employment Change, 2018-28		Average annual job openings due to growth and replacements, 2016-26	Typical education needed for entry
	2018	2028	Number	Percent		
Civil Engineers	326.8	347.3	20.5	6.3	28.3	BS

<https://data.bls.gov/projections/occupationProj>

In 2017, the American Society of Civil Engineers graded the US cumulative infrastructure as a D+. Our national infrastructure is in fair to poor condition, and mostly below standard, with a large portion of the system exhibiting severe deterioration. In 2018, ASCE issued a grade for Connecticut: C-. In particular, our roads and wastewater facilities are substandard.

In a post-pandemic economy, civil engineers are critical to its recovery. Indeed, the [American Society for Civil Engineers](#) considers coronavirus a “wake-up call”. The foundations of global health hinge on appropriate water, sanitation, and hygiene systems. Civil engineers are also contributing to the design of reusable PPE and are at the heart of building and rebuilding infrastructure.

- 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?

**Institutional Strength** – CCSU’s academic infrastructure emphasizes science, engineering, and technology. CCSU is the only university in the CSCU system that offers baccalaureate engineering degrees. All full-time tenured or tenure-track faculty members in the Engineering Department earned an engineering doctorate which is required for teaching at the graduate level.

Our new planned engineering building slated for opening in Fall 2021 will provide additional needed laboratory space and equipment for research (described below).

**Location** – CCSU’s location in the center of Connecticut and near two urban areas (New Britain and Hartford) provides the opportunity for broad access across the state. Also, we intend to offer both day and evening courses to be mindful of both traditional full-time students as well as industry professionals seeking advanced credentials. The fact that many companies reimburse employees’ graduate study makes it plausible for students employed in local industry to take advantage of this financial incentive to take evening classes. In addition, many of the envisioned research projects will involve faculty and students collaborating side-by-side with local industry, which in turn paves the way for funding through contracts and grants from industry.

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### 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?

In accordance with the Mission of The School of Engineering, Science, and Technology, the School will strive to serve a student population that mirrors the diversity of the region and includes many international students. The School aspires to be a leading force in offering a number of creative outreach programs designed to encourage and support all students to pursue careers in science and engineering. There are also efforts to provide broader access and greater flexibility to students with families. The planned drop-in center for child-care may be a game changer particularly for women in STEM. There may also be opportunity to offer graduate assistantships to support students from historically underrepresented populations. The program will allow all enrolled students to pursue more focused engineering study which will enable program graduates greater potential to succeed in their careers as problem solvers, designers, communicators, professionals, experimenters, and life-long learners.

Consistent with recent trends in graduate school admissions requirements nationwide, the GREs will not be required for acceptance to the MSME program. Eliminating the GRE requirement will remove financial barriers and potentially increase socioeconomic, racial, and gender diversity among our students

Classes are scheduled to enable full-time working students to complete their programs. Generally, the classes will be scheduled in the evening hours. We have planned the programs to be offered onground and on campus, but are open to offering hybrid, online, and off-campus options pending sufficient demand.

The Department of Engineering strives to improve the diversity of the undergraduate engineering pipeline which is an important feeder of the proposed program. These initiatives include an all-girls summer program, National Summer Transportation Institute Program at CCSU, tours for high-school students, and offering classes to high school-students at CCSU.

- 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)*

None.

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

No similar program exists at other CSCU institutions.

#### Cost Effectiveness and Availability of Adequate Resources

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

<sup>i</sup>Projected enrollments built in attrition at the rate of 1 full-time student each Spring semester.

<sup>ii</sup>For AY 2021-22, tuition revenue was estimated with a 4% increase from AY 2020-21 in-state graduate rates. For full-time graduate students, tuition was estimated at \$3,990 per term plus the University General Fee less accident insurance



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#### APPLICATION FOR NEW PROGRAM APPROVAL

(\$2,049). We assumed that PT students would take six credits per semester, resulting in \$4,520 of revenue per student (\$41 tuition per credit, \$301.50 general fee per credit, and \$65 registration fee). Conservative tuition increases of 4% were built into each subsequent year.

<sup>iii</sup>The program will pursue instituting a program fee every semester of \$250 for full-time students and \$125 for part-time students. We intend to propose this program fee during the FY22 fee cycle.

<sup>iv</sup>A program coordinator from the full-time faculty will receive up to three credits of reassigned time per semester for coordinating the program. AY 2021-22 cost reflects  $\frac{1}{4}$  of Dr. Young Sohn's anticipated AY 2020-21 salary plus 73.28% fringe. Yearly increases of 5% in salary and 2% in fringe were applied.

<sup>v</sup>Instructional costs scale with the number of credits expected to be offered, with the assumption that ENGR 501 and ENGR 592 would be offered every semester. We anticipate 27 credits offered in Year 1. In Year 2, we expect to offer 33 credits, and 36 credits in Year 3. We estimated FT salary using the anticipated median median AY2021-22 salary of current faculty teaching within the program and the starting salaries for two expected new faculty. A 77.28% fringe rate for AY2021-22 was used. Yearly increases of 5% in salary and 2% in fringe were applied. In Year 1, two core courses (ENGR 501, ENGR 592) and one elective (ENGR 557) will combine MSME students with MS Civil Engineering students. Consequently, the true instructional estimates for Year 1 are scaled: 15 credits of instructional cost at 40% and 12 credits of instructional cost at 100%.

<sup>vi</sup>An administrative professional is anticipated to spend approximately 5% of their time in direct support of the MS in Civil Engineering. With 73.28% fringe and a 3% COLA added each year, expected expenses range from \$5,777 to \$6,129. In addition, a computer technician is expected to support the program approximately 5% of the time. With 73.28% fringe and 3% yearly COLA, anticipated expenses range from \$6,873 to \$7,291. Further, the Engineering Department would hire one Graduate Assistant to support the program and report to the Program Coordinator. Total stipend was projected at \$4,800 per academic year.

<sup>vii</sup>Additional books on design, materials, and structural engineering may be needed. Given that the Library resources already support our robust undergraduate program, additional requests for the MS program would occur through the Library's typical requisition process and would not require additional funds to support.

<sup>viii</sup>Replacement costs for non-capital equipment are covered by the program fees collected as revenue less the stipend for the graduate assistant.

<sup>ix</sup>Other costs include a 3-year marketing plan of approximately \$5,000 in Year 1, \$2,500 in Year 2, and \$2,500 in Year 3. As this marketing plan involves a joint venture with the MS in Mechanical Engineering, some savings were built into these estimates. Further additional costs included an incremental increase in the demand for software licenses (described below). Although CCSU already supports all of the anticipated software for this program, there could be incremental increases due to increased enrollment. We estimated \$100 in incremental increased expense per FTE resulting in projected expenses of \$1,000 in Year 1, \$1,800 in Year 2, and \$2,000 in Year 3.

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

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In a post-pandemic economy, there are reasons to believe that people will enroll in graduate programs to upgrade their skills. According to [SHRM Covid 19 Research](#) published in April, half of employers surveyed reported that they are no longer hiring or delaying start dates for new hires. In a [survey of over 7,000 adults](#), Strada found that approximately one-third of adults believed if they lost their job, they would need more education to replace it. Of the 35% of respondents who had started a new job in the past month, 51% reported having a graduate or professional degree.

With respect to Engineering, University of Connecticut has enticed their senior graduating students who cannot secure full-time employment with a scholarship for their Masters of Engineering. According to a May 5<sup>th</sup> article from the Hartford Courant: "While the engineering industry has not been hit the hardest due to the pandemic compared to others, there is a domino effect, as more industries across the state and country lay off workers and shut down." Further, "In addition to offering graduating seniors an alternative route to navigating a [sic] uncertain job market, Kylene Perras, the department's director of professional education, thinks this will benefit not only the students, but the industries which may be looking to hire them in a year's time. Many of the graduate students in the program are often sponsored by their company." This article suggests that not only will enrollment in graduate programs increase, but industries will be looking for engineers with graduate-level degrees.

**Projected Enrollments –**

Part of our enrollment will come from students in our undergraduate program progressing directly to the graduate degree. [Degree conferrals over the past 5 years](#) for the BS in Civil Engineering are:

2014-15	2015-16	2016-17	2017-18	2018-19
17	20	20	22	27

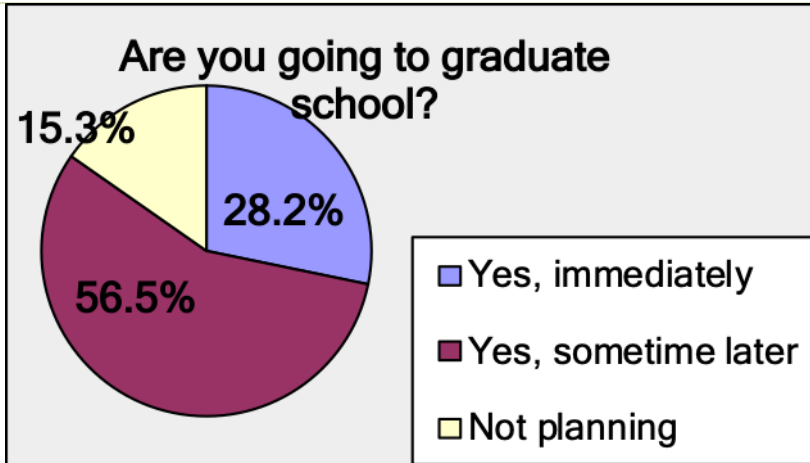
Analysis of exit interview data below for our BS graduates between Fall 2013 and Fall 2016 shows that the majority are either pursuing a master's degree immediately after graduation or in the near future:

**CCSU – FA 13 - FA 16 ME Program Exit Interview Questionnaire**

Are you going to graduate school?		
Answer Options	Response Percent	Response Count
Yes, immediately	28.2%	24
Yes, sometime later	56.5%	48
Not planning	15.3%	13
<b>answered question</b>		<b>85</b>



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**APPLICATION FOR NEW PROGRAM APPROVAL**



Approximately 42% of our undergraduates would qualify for admission to the graduate program. If we take the cumulative number of CCSU BSCE graduates over the past 5 years (106) and—to be conservative—the percentage of those who desire to pursue an MS immediately (28.2%), and the fraction that would qualify for admission ( $106 \times 0.282 \times 0.42$ ), we could expect 13 former students from CCSU to be amongst the first to enroll in the program.

In Spring 2020, Dr. Sohn surveyed 15 students enrolled in the senior-level civil engineering design class about their intentions to pursue a graduate school. Of the 11 students who were interested in graduate school, 4 were interested in a program at CCSU. Students cited faculty, location, and cost as the primary reasons why they would choose the MS at CCSU over other options. Several students wanted to first gain experience in the field and then return to school to increase their opportunities for advancement.

The following table contains IPEDS data for degree completions across other schools in CT that offer BS programs in Civil Engineering. Given that CCSU would be one of only four institutions in the state to offer an MS in Civil Engineering, we could reasonably expect recent graduates from Quinnipiac, University of Connecticut, University of Hartford, or University of New Haven to pursue the MSCE at CCSU.

**BS Civil Engineering**

Institution	AY 2013-2014	AY 2014-15	AY 2015-16	AY 2017-18	AY 2018-19
Connecticut State University	17	20	20	22	27
Quinnipiac University	0	0	1	5	7
United States Coast Guard Academy	39	29	36	25	21
University of Connecticut	60	65	75	100	75
University of Hartford	18	25	27	24	48
University of New Haven	11	19	21	19	11

Three institutions in Connecticut currently offer an MS in Civil Engineering. Their conferral rates from IPEDS data are below.

**MS Civil Engineering**

Institution	AY 2013-2014	AY 2014-15	AY 2015-16	AY 2017-18	AY 2018-19
Quinnipiac University	n/a	n/a	n/a	n/a	n/a
United States Coast Guard Academy	n/a	n/a	n/a	n/a	n/a
University of Connecticut	14	19	17	16	12
University of Hartford	10	14	25	13	7
University of New Haven	n/a	n/a	n/a	0	0

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

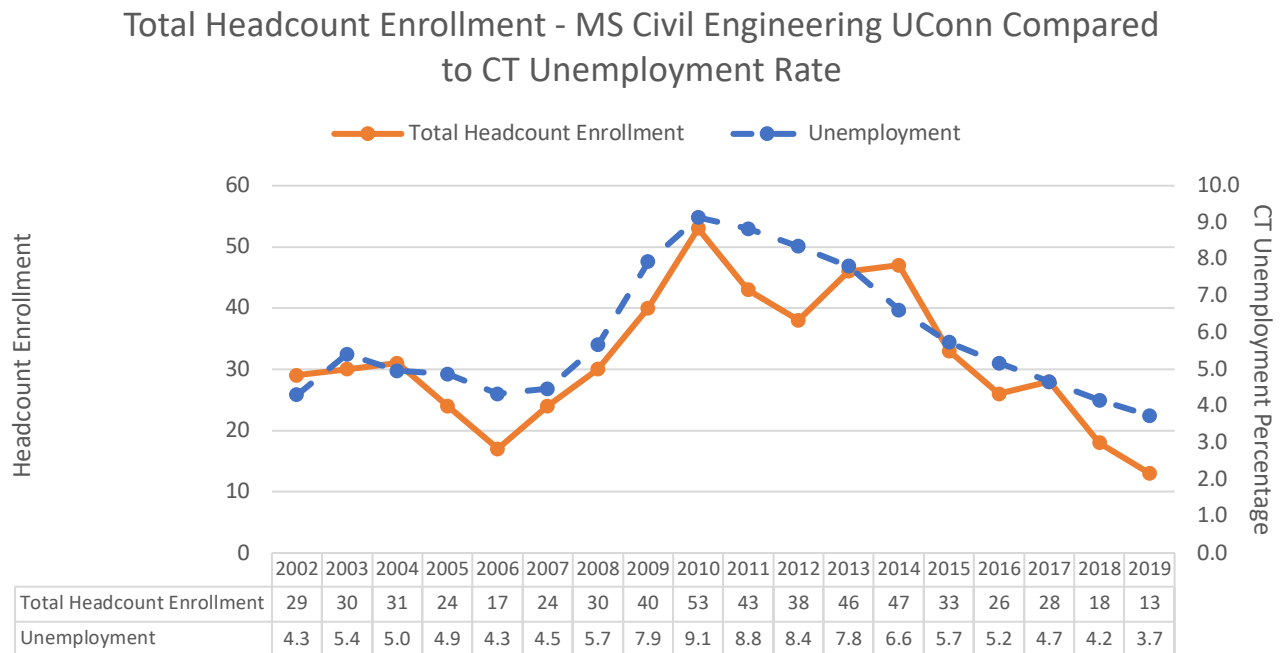
### APPLICATION FOR NEW PROGRAM APPROVAL

Although conferral rates within the past three years have dropped, it is important to take an historical view of conferrals across the region:

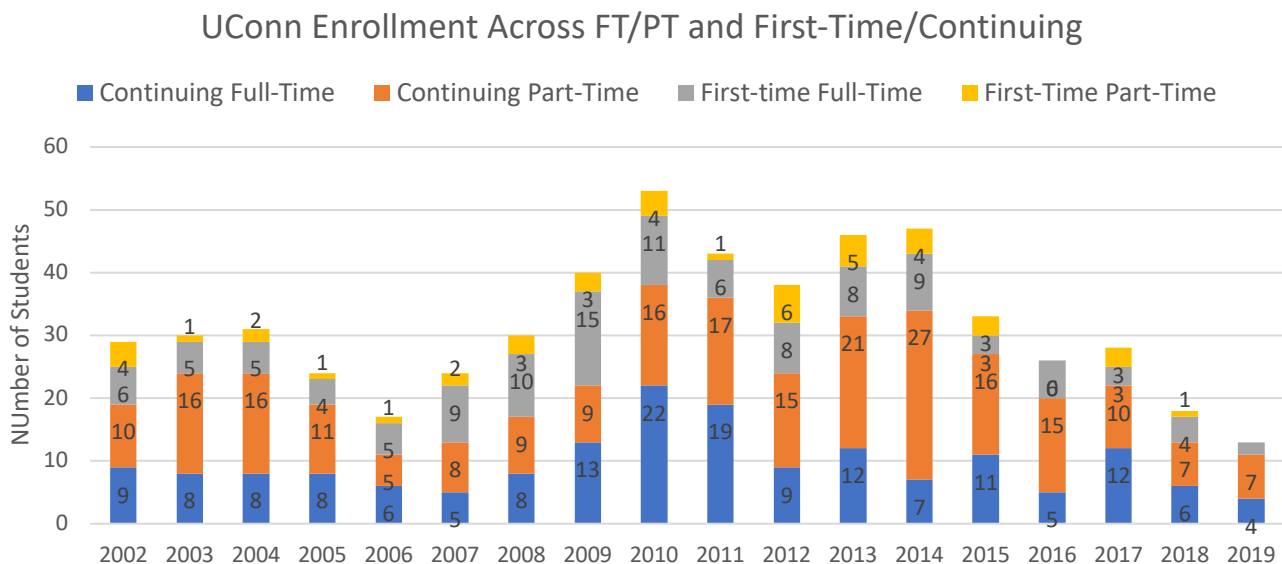
State and Institution	Sector	Master's Degrees Awarded in Civil Engineering (14.08XX)							
		2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	2018-19 (prelim)
CT		22	29	24	33	42	29	19	22
University of Hartford	Private, Not for Profit	8	15	10	14	25	13	7	8
University of New Haven	Private, Not for Profit						0	0	4
University of Connecticut	Public	14	14	14	19	17	16	12	10
MA		186	222	209	238	209	217	198	217
Massachusetts Institute of Technology	Private, Not for Profit	50	80	57	59	48	38	31	47
Merrimack College	Private, Not for Profit			4	10	7	10	11	5
Northeastern University	Private, Not for Profit	35	49	46	64	67	80	77	80
Tufts University	Private, Not for Profit	24	25	21	15	24	22	21	13
Wentworth Institute of Technology	Private, Not for Profit						7	2	1
Western New England University	Private, Not for Profit							1	2
Worcester Polytechnic Institute	Private, Not for Profit	22	13	15	20	15	11	7	9
University of Massachusetts-Amherst	Public	38	25	26	31	16	23	17	30
University of Massachusetts-Dartmouth	Public	0	4	5	4	5	1	4	3
University of Massachusetts-Lowell	Public	17	26	35	35	27	25	27	27
NY		311	300	367	396	382	403	389	348
Clarkson University	Private, Not for Profit	12	5	9	7	9	6	7	8
Columbia University in the City of New York	Private, Not for Profit	68	86	130	126	103	105	107	86
Cooper Union	Private, Not for Profit	10	6	4	8	7	7	13	12
Cornell University	Private, Not for Profit	58	62	47	50	46	51	44	36
Manhattan College	Private, Not for Profit	30	21	15	24	37	37	30	28
New York University	Private, Not for Profit			42	57	44	51	60	32
Rensselaer Polytechnic Institute	Private, Not for Profit	30	27	17	23	21	27	12	16
Syracuse University	Private, Not for Profit	13	23	16	23	36	39	29	19
CUNY City College	Public	24	37	31	19	24	27	24	28
CUNY Graduate School and University Center	Public	1	0	0	0	0	0	0	
Stony Brook University	Public				0	0	0	2	2
University at Buffalo	Public	65	33	56	59	55	53	61	81
RI		18	20	7	12	11	14	9	17
University of Rhode Island	Public	18	20	7	12	11	14	9	17
Grand Total		537	571	607	679	644	663	615	604

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

Conferrals were on the rise from 2011 through 2014-6, which tracks with increases in enrollment in times of economic decline. Examining enrollment data from UConn indicates that students enrolled in the MS of Civil Engineering program at higher rates during the most recent economic downturn. Note that the unemployment rate in Connecticut tracks well with enrollment in the MS:



If UConn's enrollment patterns are any indication, we would expect a roughly even split between full-time and part-time students with the balance shifted towards full-time during economic downturns.



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

CCSU's program would be competitive because it would provide a high-quality, cost-effective alternative to existing programs in the state:

Full-time students would save between \$1,686 and \$6,393 by attending CCSU.

University	Tuition and Fees	Cost (3 semesters)
CCSU	<b>\$6,674</b>	<b>\$20,022</b>
UConn	\$7,236	\$21,708
UHart	\$8,195	\$24,585
UNH	\$8,805	\$26,415

Part-time students—who would be the most likely to have their tuition subsidized by companies—would save between \$1,880 and \$7,080 by attending CCSU.

University	Tuition and Fees	Cost (5 semesters)
CCSU	<b>\$4,474</b>	<b>\$22,370</b>
UConn	\$4,850	\$24,250
UHart	\$5,540	\$27,700
UNH	\$5,890	\$29,450

**Marketing, Advisement and other Student Recruitment Activities** – In an effort to secure projected enrollment for this program, the Department, assisted by the School and University, will embark on a 3-year multifaceted marketing, advisement, and recruitment strategy. Funds to support these activities are designated on the budget.

Within the Department, program coordinators will gather lists of bachelor's program alumni and graduating seniors which would meet the admission requirements for direct e-mail contact. The local professional organizations in the engineering fields (ASCE) will also be contacted as a vehicle for communication of advertising materials.

We hope to also highlight our new program through our University's standard advertising. With the help of our University's Office of Marketing and Communication, the MSCE Program will be presented through:

- 1) Press Release
- 2) Advertisements
- 3) Mailers (Brochures), E-mail
- 4) Website Updates and Redesign
- 5) Social Professional Media (Linked-in)
- 6) Engineering Company Contacts
- 7) International Agents / Exchange Programs

Whenever possible, we will facilitate communication through our faculty to maximize the appeal. With the help of our University's Graduate School Office, through some of the above listed means, we hope to also secure superior turnout of participants interested in Engineering at the Graduate Open House events.

CCSU also plans to develop several digital marketing campaigns including ads on social media, Google, and graduate recruitment sites such as Gradschools.com and Petersons.com. CCSU's digital campaigns will periodically be supported by print campaigns on local billboards, mass transit, and newspapers as well as radio campaigns targeting specific recruitment events.

# 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)*

The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC of ABET) requires MS graduates to show the same learning outcomes as BS recipients for accreditation. To distinguish the undergraduate from the graduate outcomes, we would expect that graduates with an MS degree to show "increased" ability in all ABET outcomes. The MSCE has the following learning outcomes in fulfillment of ABET expectations:

1. Increased ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Increased ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Increased ability to communicate effectively with a range of audiences.
4. Increased ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Increased ability to function effectively, with faculty advising committee guidance, to establish goals, plan tasks, and meet objectives.
6. Increased ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Increased ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Capstone thesis rubrics will measure the outcomes.

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

The Chair of the Engineering Department (Dr. Nidal Al-Masoud) would have overall responsibility for Program Administration assisted by a dynamic MSCE Program Coordinator needing up to 3 reassigned load credits per semester to be responsible for the day-to-day operations of the new proposed academic program. Dr. Young Moo Sohn is recommended for this role.

**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?

The program will require two new full-time faculty members for initial implementation: one in Year 1 and a second in Year 2 or 3. As the program is modified with additional concentrations, faculty will be added accordingly.

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

New faculty will teach 20% of this new program and will be assigned courses in the baccalaureate program normally covered by more senior faculty eager to teach at the graduate level.

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

## Connecticut State Colleges & Universities

### APPLICATION FOR NEW PROGRAM APPROVAL

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

0%

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

Minimum qualifications will be consistent with the requirements of our Graduate School (i.e., an Engineering Doctorate in Civil Engineering or a closely related field).

**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)*

This program will utilize laboratories and equipment within the new engineering building at CCSU, in addition to existing and renovated facilities in Copernicus. In the new engineering building, the following civil engineering and general engineering laboratories will be available for use by the MSCE program: Computation Space, Concrete Lab, Engineering Materials Lab, Materials Science Lab, Engineering Mechanics Lab, Structures Lab, Fluids and Thermal Science Lab, Survey & Transportation Lab, and Civil Design Lab. Capital lab equipment is partially bonded through the building project. Maintenance of equipment including repair, service contracts, and calibration is required. The proposed program fees will offset such costs.

CCSU already supports the software needs of the Engineering programs. Program faculty anticipate using the following software: MATLAB, MAPLE, Mathematica, MiniTab, Ansys, Siemens NX, Solid Works, National Instruments LabView, PCT, BIOWin, Autodesk (free), Livermore LSDYNA, CSI SAP2000, Bentley, CNC Software Mastercam, CGTech Vericut, and IBM SPSS. Because increased enrollment could produce increased need for licenses, we estimated the additional incremental expense of each FTE student in the MSCE at \$100 per year.

**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 5.

**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
Dr. Nidal A. Al-Masoud, Professor & Chair	University of Buffalo, Ph.D., 2002	Mechanical Engineering/ 19 yrs. teaching, 13 yrs. professional practice	Engineering Department Chair
Dr. Luz Amaya, Assoc. Professor	City University of New York, Ph.D., 2010	Mechanical Engineering/ 9 yrs. teaching, 3 yrs. professional practice	Coordinator BS Mechanical Engineering
Dr. Clifford Anderson, Assoc. Professor	University of New Mexico, Ph.D., 2004	Civil Engineering/ 14 yrs. teaching, 30 yrs. professional practice	
Dr. Swamy Basim, Assoc. Professor	New Jersey Institute of Technology, Ph.D., 1999	Civil Engineering/ 29 yrs. teaching, 12 yrs. professional practice	Coordinator BS Civil Engineering
Dr. Peter F. Baumann, Professor (Former Chair)	NYU Polytechnic School of Engineering, Ph.D., 1997	Materials Engineering/ 18 yrs. teaching, 20 yrs. professional practice	
Dr. Young M. Sohn, Asst. Professor	Purdue University, Ph.D., 2012	Structural Engineering/ 6 yrs. teaching, 5 yrs. professional practice	Planned Coordinator MS Civil Engineering
Dr. Bin (Brenda) Zhou, Assoc. Professor	The University of Texas at Austin, Ph.D., 2009	Civil Engineering/ 11 yrs. teaching, 1 yr. professional practice	
To be hired, Asst./Assoc. Professor		Civil Engineering/ Minimum 2 yrs. professional practice (Replacement for current vacancy)	
To be hired, Asst./Assoc. Professor (NEW)		Civil Engineering/ Minimum 2 yrs. professional practice (For MSCE)	
To be hired, Asst./Assoc. Professor (NEW)		Civil Engineering/ Minimum 2 yrs. professional practice (For MSCE)	



**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 <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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	7	6	3	3	0	0	7	6	3	3	0	0	7	6	3	3	0	0
Continuing Students progressing to credential	0	0	6	6	0	0	9	9	9	15	0	0	9	18	9	18	0	0
Headcount Enrollment	7	6	9	9	0	0	16	15	12	18	0	0	16	24	12	21	0	0
<b>Total Estimated FTE per Year<sup>1</sup></b>	<b>9.8</b>						<b>17.3</b>						<b>19.3</b>					
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>2, ii</sup>	\$42,275	\$27,122	\$54,354	\$40,683	\$0	\$0	\$100,494	\$70,479	\$75,370	\$84,574	\$0	\$0	\$104,513	\$117,214	\$78,385	\$102,562	\$0	\$0
Tuition from Internal Transfer <sup>2</sup>	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Program Specific Fees (lab fees, etc.) <sup>iii</sup>	\$1,750	\$900	\$2,250	\$1,350	\$0	\$0	\$4,000	\$2,250	\$3,000	\$2,700	\$0	\$0	\$4,000	\$3,600	\$3,000	\$3,150	\$0	\$0
Other Revenue (annotate in narrative)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Annual Program Revenue</b>	<b>\$170,684</b>						<b>\$342,867</b>						<b>\$416,425</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	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Chair or Coordinator) <sup>4, iv</sup>	\$38,944		\$41,824		\$44,405													
Faculty (Full-time, total for program) <sup>4, v</sup>	\$117,005		\$278,393		\$322,444													
Faculty (Part-time, total for program) <sup>4</sup>	\$0		\$0		\$0													
Support Staff (lab or grad assist, tutor) <sup>vi</sup>	\$17,450		\$17,829		\$18,220													
Library Resources Program <sup>vii</sup>	\$0		\$0		\$0													
Equipment (List in narrative) <sup>viii</sup>	\$1,450		\$7,150		\$18,550													
Other <sup>ix</sup>	\$6,000		\$4,300		\$4,500													
Estimated Indirect Costs <sup>5</sup>																		
<b>Total Expenditures per Year</b>	<b>\$180,849</b>		<b>\$349,496</b>		<b>\$408,119</b>													

**NOTE:** Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided 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 to 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.



DAVID QUIGLEY, Chair (2021)  
Boston College

GEORGE W. TETLER, Vice Chair (2022)  
Worcester, MA

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Trustee Member, Concord, NH

RUSSELL CAREY (2020)  
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SUSAN D. HUARD (2020)  
Community College System of NH

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HARRY E. DUMAY (2022)  
College of Our Lady of the Elms

P. MICHAEL LAHAN (2022)  
Norwich, CT

DANIEL J. MAY (2022)  
University of New Haven

JEFFERY J. MCMAHAN (2022)  
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June 9, 2020

Mr. Matt Fleury  
Board Chair  
Connecticut Board of Regents  
61 Woodland Street  
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of May 27, 2020 to President Thomas Coley notifying Housatonic Community College of the action taken by the Commission at its April 2020 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Mr. Thomas Coley



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May 27, 2020

Mr. Thomas Coley  
Acting President  
Housatonic Community College  
900 Lafayette Boulevard  
Bridgeport, Connecticut 06604-4704

Dear President Coley:

I write to inform you that at its meeting on April 23, 2020, the New England Commission of Higher Education considered the information about student loan repayment rates submitted by Housatonic Community College and took the following action:

that the information about student loan repayment rates submitted by Housatonic Community College be accepted;

that the comprehensive evaluation scheduled for consideration in Spring 2022 be confirmed;

that, in addition to the information included in all self-studies as well as the matters specified in our letter of July 18, 2017, the institution give emphasis to the College's success in implementing and evaluating its strategies for improving its student loan repayment rates.

The Commission gives the following reasons for its action.

The information submitted by Housatonic Community College (HCC) was accepted because it was generally responsive to the request made by the Commission in its letter of January 30, 2020. According to the information received, the College's one-year and three-year student loan repayment rates were 31% and 36%, respectively. The Commission appreciates the research and analysis HCC conducted and its determination that student borrowers "may have taken out ... more student loans than they may have needed." We are gratified to learn that beginning in 2017, "best practices" have been put in place to "lower student loan amounts," including one-on-one Direct Loan Entrance Counseling and an "in-office loan request form" that is used with new and returning student loan borrowers. As a result of these efforts, the Financial Aid Team has "significantly reduced student loan borrowing." The Commission further notes that there are discussions at the system level about plans to implement enhanced borrower support services at all of the Connecticut community colleges.

Mr. Thomas Coley  
May 27, 2020  
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The scheduling of a comprehensive evaluation in Spring 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information included in all self-studies and the items specified for attention in the Commission's letter of July 18, 2017, the College is asked, in Spring 2022, to report on a matter related to our standards on *Planning and Evaluation* and *Students*.

As noted above, the Commission appreciates the steps Housatonic Community College is taking to lower student loan amounts and, therefore, increase repayment rates. We look forward to learning, as part of the self-study prepared in advance of the Spring 2022 comprehensive evaluation, of HCC's success in "implementing the results of its planning" (2.5) and evaluating the effectiveness of its strategies to improve its student loan repayment rates. We are further guided here by our standard on *Students*:

Through a systematic program, the institution regularly provides students before borrowing with clear and timely information about cost, debt, and repayment (5.14).

The Commission expressed appreciation for the additional information submitted by Housatonic Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

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

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David Quigley

DQ/jm

Enclosure

cc: Mr. Matt Fleury  
Mr. Mark E. Ojakian

**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> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 5/20/20
<b>Characteristics of Below-Threshold Offering</b> <b>Name of Offering:</b> Addiction Counseling <b>Type of Offering (e.g. Grad Certificate)</b> Post-Master's Certificate <b>Anticipated Initiation Date:</b> Fall 2020 <b>Anticipated Date of First Completion (if applicable):</b> Spring 2021 <b>Modality of Program:</b> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <b>If "Combined", % of fully online courses?</b> <b>Locality of Program:</b> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both <input type="checkbox"/>	<b>Credit Distribution of the Offering</b> <b># Credits in General Education:</b> 0 <b># Credits in Program Core Courses:</b> 12 <b># Credits of Electives in Field:</b> 0 <b># Credits of Electives:</b> 0 <b># Credits Special Requirements (e.g. internship):</b> 0 <b>Total # Credits the Institution Requires to Award the Credential:</b> 12
<b>CIP Code No.</b> 51.1501 <b>Title of CIP Code</b> Substance Abuse/Addiction Counseling	
<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>This post-master's certificate is designed for advanced study in addiction counseling; the courses contribute to the education requirement for the State of Connecticut license as an alcohol and drug counselor (LADC). There are a limited number of addiction-related certificate programs offered locally and none offered in an on-line format. This certificate will serve master's level counseling professionals who seek to complete curricular requirements for the LADC through this four-course, on-line program. There is a clear need for more counselors with expertise in addiction counseling. In 2019, the substance abuse counseling profession was identified as one of the fastest growing occupations by the US Bureau of Statistics. It is anticipated to grow 22.5% between 2018 and 2028 (United States Bureau of Labor and Statistics, 2019). <a href="https://www.bls.gov/emp/tables/fastest-growing-occupations.htm">https://www.bls.gov/emp/tables/fastest-growing-occupations.htm</a>.</p> <p><b>Biology and Pharmacology of Substance Use Disorders (CSP 611)</b></p> <ol style="list-style-type: none"> <li>1. Exhibit knowledge of neurological mechanisms and physiological sequelae of specific substances of abuse, including cravings, withdrawal, tolerance and overdose.</li> <li>2. Demonstrates basic knowledge of pharmacology of psychoactive substances and psychotropic medications and their use in addiction counseling.</li> <li>3. Evidence understanding of HIV/AIDS and other chronic illnesses as related to addiction counseling.</li> </ol> <p><b>Theories of Substance Use Disorders (CSP 612)</b></p> <ol style="list-style-type: none"> <li>4. Evidence understanding of social and historical context of substance use disorders, legal/regulatory issues, and general orientation to addiction counseling with various populations.</li> <li>5. Demonstrate conceptualization of substance use disorders and addictive behavior and theories of addiction.</li> <li>6. Demonstrate basic understanding of the dynamics of comorbidity, including trauma</li> </ol>	

<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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7. Demonstrate knowledge of approaches to prevention, including screening and client education.

#### Evaluation and Treatment of Substance Use Disorders (CSP 613)

8. Demonstrate knowledge and skills in broad variety of clinical and diagnostic assessment instruments for substance use disorders and addictive behaviors, especially those used in the diagnostic intake process.
9. Exhibit knowledge of evidence-based and best practices in counseling those with substance use disorders, including individual, group and family counseling.
10. Evidence ability in counseling treatment planning and relapse prevention for counseling clients, including those presenting with co-occurring disorders.
11. Demonstrate competence to provide crisis intervention in the treatment of substance use and addictive behaviors.
12. Evidence awareness of service coordination, consultation and case management needs, referral methods, and continuing assessment and treatment plan implementation.

#### Ethics, Diversity and Social Justice in Addiction Counseling (CSP 614)

13. Demonstrate awareness of the needs of cross-cultural, special populations and diverse groups as related to addiction counseling, including knowledge of culturally competent and population-specific counseling approaches.
14. Understand the role of the professional counselor in community education and advocating for the needs of clients who experience stigma and discrimination.
15. Exhibit basic understanding of a variety of ethical and legal issues pertaining to the practice of addiction counseling, including fundamentals of clinical documentation, including report and record keeping.
16. Demonstrate knowledge of addiction counseling ethics and competence in ethical decision making, use of consultation, and application of professional codes of ethics, including the American Counseling Association Code of Ethics.

#### 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)*

Each year, approximately 10 students communicate an interest in advanced training in addiction counseling. Currently, we do not have a certificate that would meet this need. If approved, this certificate could accommodate 9-15 students per year. This certificate will make use of existing instructional capacity in the College of Education and will require no new resources.

**Institutional Contact for this Proposal:** Dr. Robert Prezant

Title: Provost and Vice  
President for Academic  
Affairs

Tel.: (203) 392-5320 e-mail:  
prezantr1@southernct.edu

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

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## SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

## Curriculum

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

[illegible]

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**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. Demonstrates basic knowledge of pharmacology of psychoactive substances and psychotropic medications and their use in addiction counseling. (State Department of Public Health: Pharmacology)  
Assessment: Weekly Review Quiz, Clinician Interview and Case Review
2. Demonstrate knowledge and skills in a broad variety of clinical and diagnostic assessment instruments for substance use disorders and addictive behaviors, especially those used in the diagnostic intake process. (State Department of Public Health: Assessment and Treatment)  
Assessment: Quiz, Intervention Presentation
3. Demonstrate awareness of the needs of cross-cultural, special populations and ethically diverse groups as related to addiction counseling and knowledge of culturally competent and population-specific counseling approaches. (State Department of Public Health: Diversity and Special Populations)  
Assessment: Weekly Review Quiz, Social Justice Project