



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
REGULAR MEETING - AGENDA**

Friday, June 2, 2017 at 9:30 a.m.

61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
 - a. March 17, 2017
 - b. April 21, 2017
2. Consent Items
 - a. Discontinuation
 - i. Web Design and Development – Certificate - TRCC
3. Action Items
 - a. Modification
 - i. Health Information Management – C2 Certificate – MxCC
 - ii. Computer Science – BA – WCSU [Title Change from BA to BS]
 - b. NEASC 10 Year Accreditation and Renewal of State Accreditation – Charter Oak State College
4. WCSU Mission Modification
5. Appointment of CSU Professors
 - a. Anna Kirchmann - Eastern CSU
 - b. Carol Shaw Austad – Central CSU
6. Policy for the Establishment of Centers and Institutes in the CSCU System
7. Policy on GED College Readiness Scores

Information Items

8. Chronology of Developments in Academic Programs (Academic Year 2016-2017)
9. NEASC Letters – Action Taken
 - a. Acceptance of Federal Review findings – Housatonic CC
 - b. NEASC Acceptance of Institution's Progress Report re: Commission's Expressed Concerns – Norwalk CC
 - c. Acceptance of Federal Review findings – Tunxis CC
10. US Dept. of Education – Approval to Participate in Federal Student Financial Aid Programs – Eastern CSU
11. Below Threshold
 - a. Child, Family, Community Studies – Minor – SCSU
 - b. Early Childhood Curriculum and Pedagogy – Minor – SCSU



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 17, 2017 **DRAFT**
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris (by conf.), Naomi Cohen, Larry DeNardis (by conf.), Aviva Budd, Joe Young, Stephen Adair,

Regents Absent: Catherine Smith

Staff Present: Jane Gates, Elsa Nunez, Tracy Ariel, Candace Barrington, Ken Klucznik, Lesley Mara, Steven McDowell, Stacey Musulin, Arthur Poole, Wendy Robicheau, Constance Rotondo, Patricia Ryiz, Karen Stone, Karen Woscyna-Birch

Other Attendees: Shirley Adams (COSC), Michael Alfano (CCSU), Ann Atkinson (WCSU), Patricia C. Bouffard (NWCCC), Mike Butcaris (NCC), Tom Failla (NCC), Jill Flanigan (MxCC), Samantha Gonzalez (MCC), Duncan Harris (MCC), Mark Kosinski (GCC), Faris Malhas (CCSU), Steven Minkler (MxCC), James Mulrooney (CCSU), Joan Nicoll-Senft (CCSU), Dimitrios Pachis (ECSU), Susan Pease (CCSU), Theodora Pinou (WCSU), Neli Zlatareva (CCSU)

The meeting was called to order by Chair Naomi Cohen at 9:37 a.m. Chair Cohen introduced new Regent Aviva Budd who will serve on the BOR Academic and Student Affairs Committee.

1. Approval of Minutes – January 12, 2017. **On a motion by M. Harris, seconded by L. DeNardis, the minutes were unanimously approved.**

Chair Cohen noted two changes to the agenda. **A motion to approve was made by A. Budd, seconded by L. DeNardis and unanimously approved.**

- a. Item 8.b. NEASC and State accreditation – Gateway CC was removed.
- b. The Access to Facilities and Locker Rooms Policy was added to comply with EO56.

Consent Items **A motion to approve was made by A. Budd, seconded by M. Harris and unanimously approved.** Consent items approved were:

2. Discontinuations
 - a. Pathways to Teaching Careers – AA – Manchester CC
 - b. Adventure Education – Cert – Northwestern CT CC
 - c. Insurance & Financial Service - AS - Norwalk CC
 - d. Management: Marketing - AS - Norwalk CC
 - e. Management: Career - AS - Norwalk CC
 - f. Information Processing Technician – Certificate - Gateway CC
 - g. Hotel and Lodging Management - AS - Norwalk CC

3. Modification

- a. Health Information Management – Post Bac Cert – Charter Oak SC
- b. Technology Studies: Manufacturing Machine Option A – AS - Middlesex CC
- c. Manufacturing Machine Technology – Certificate (C2) – Middlesex CC
- d. Restaurant/Foodservice Management - AS - Norwalk CC
- e. Food Service Management – AS – Gateway CC
- f. Hotel/Motel Management – AS – Gateway CC

Action Items.

4. New Programs

a. TAP Programs

- i. CSCU Pathway Transfer Degree: Art Studies
- ii. CSCU Pathway Transfer Degree: Exercise Science Studies
- iii. CSCU Pathway Transfer Degree: Theater Studies
- iv. CSCU Pathway Transfer Degree: Early Childhood Teaching Credential

A motion to approve was made by M. Harris, seconded by L. DeNardis. These four TAP Programs represent the final programs for this year. There are 22 Pathways. Only Theater and Exercise Science are not offered at each community college. Drs. Barrington and Klucznik discussed the program requirements and some remaining concerns: 1) ECTC Math requirement and 2) Theater at CCSU. Regent Cohen stated that the website really helps and called the TAP initiative a tremendous testament to the collaboration of the faculty at all campuses. Regent Cohen thanked Drs. Barrington and Klucznik for all their work on the TAP Programs. The official launch of the TAP Programs is on April 13 at the State Capitol. **The four programs were unanimously approved.**

- b. Technology Studies: Manufacturing Engineering Technology Pathway – AS – Middlesex CC. **A motion was made by A. Budd, seconded by L. DeNardis.** Dr. Gates introduced the program and stated that it is part of the system-wide College of Technology (COT) Pathway. Dean Steven Minkler discussed the program, the pathway to the AS and BS degrees, projected number of students and current space requirements which will be rectified in the next two to three years. **The vote was taken and unanimously approved.**

c. Integrative Biodiversity – MS– Western CSU.

AVP Academic Affairs, Ann Atkinson, presented for WCSU. The program is a first of its kind, a CSCU integrated graduate program. It is cost effective and leverages faculty and existing courses. Dr. Atkinson discussed faculty, adjunct faculty and the program budget. Dr. Atkinson stated that the soonest the program would begin is Spring 2018. Courses will be taught by full-time faculty and the need for adjuncts will be minimal. Regent Cohen asked about release time, the need to fill in for those faculty members, how many students are expected and how the program will be marketed. Dr. Atkinson replied that there will be 13 – 18 students in the 3rd year.

Dr. Gates commented that a lot of work has been done among the Academic Officers from WCSU, SCSU, CCSU and ECSU. One of the best things is that the expertise is leveraged across all four CSUs. Regent Adair asked if students can enroll in the program at SCSU, WCSU, CCSU and ECSU. Dr. Gates responded, "Yes, if they are enrolled at SCSU, they will count the FTEs like the EdD in Nursing program." Regent Adair asked if the revenue was shared. Dr. Gates replied yes. Regent Budd asked the speaker how she could detail the economic opportunities when environmental opportunities may change because of federal changes. Regent Cohen commented that the budget doesn't accurately reflect the program costs and asked if the Committee could postpone action for a month.

Dr. Theodora Pinou arrived at 10:16 a.m. Dr. Gates asked if Dr. Pinou could speak to the program budget. Is the budget complete given the verbiage in the staff report? How many adjuncts does the program have? Do we need more? How much is captured in release time? Dr. Pinou stated that the goal is to increase enrollment in the current related graduate program courses. No additional resources are needed at this time. In the budget, there is a provision for hiring an adjunct if the program is successful. Regent DeNardis asked if existing resources would be sufficient for the initial phase. Dr. Pinou responded that the proposed budget allows WCSU to fill classes across the CSUs. Regent DiNardis questioned why the program was put on hold. Dr. Atkinson responded that the older program was suspended for five or six years. WCSU was determining whether to discontinue the program or reimagine it. The department decided to discontinue the (existing) program and to begin again with Integrative Biodiversity.

Regent Harris stated that she thinks highly of the program and recommends that it be approved; but the Committee should require an operational report on the program. Regent Budd stated that the program does not have a complete financial model. Pres. Nunez stated that the questions about the budget can be easily cleared up. Conceptually, this is the best idea that the system has come up with to leverage high-quality faculty. This proposal is modeled on the CUNY model which utilizes the best faculty from different colleges and universities and pulls faculty from across the campus system.

Regent Cohen moved to recommend the program to the Board of Regents Meeting on April 6, 2017 contingent upon WCSU revising the budget and requiring the program to provide an operational report to the ASA Committee in two years for use in considering program continuation. **J. Young made a motion to approve and M. Harris seconded the motion. Three regents voted yes, N. Cohen, M. Harris and J. Young. There were two abstentions, A. Budd and L. DiNardis.**

- d. Photography - Certificate - Manchester CC. **A motion was made by M. Harris, seconded by L. DeNardis.** Director Samantha Gonzalez stated that there would be no additional cost because the 18 credits already exist within the photography option of the Visual Fine Arts degree. The program is an option to current students in business, communication or those owning a photography business without pursuing a degree. **The vote was taken and unanimously approved.**

Regent L. DeNardis dropped off the call.

- e. Transition Specialist OCP – Post Bac Cert. – Central CSU. **A motion was made by A. Budd, seconded by M. Harris.** Dr. Gates stated that this program prepares post-graduate school employees to work with youth with disabilities and is mandated by federal law (IDEA 2004). Provost Susan Pease introduced Dean Michael Alfano and Prof. Joan Nicoll-Senft. The speakers noted that people with disabilities are an underserved population as they transition to adulthood and that there is a high unemployment rate. **The vote was taken and unanimously approved.**
- f. Software Engineering – MS – Central CSU **A motion was made by A. Budd, seconded by M. Harris.** Dr. Gates explained that this is a 33 credit-hour Master's program for the design and implementation of software systems in CT's businesses and industries. Dean Faris Malhas and Prof. Neli Zlatareva spoke about the program. They stated that there is a huge need for the program in CT and responded to questions regarding the number of students, current and projected. **The vote was taken and unanimously approved**
- g. Access to Facilities and Locker Rooms Policy
A motion was made by J. Young and seconded by M. Harris. This policy complies with Executive Order 56, which provides students access to restrooms and locker rooms based on a student's gender identity. Pres. Mark Ojakian has spoken to the Board of Regents about this policy. **The vote was taken and the policy was unanimously approved.**

5. Modification

- a. Health Information Management – BS – Charter Oak SC [course modifications]
A motion to approve was made by M. Harris and seconded by J. Young. Provost Shirley Adams stated that the program is nationally accredited by CAHIM. There are currently 104 students in the program and it continues to grow. **The vote was taken and unanimously approved.**
- b. Health Information Management – AS – Middlesex CC – [curriculum change]
A motion was made by J. Young and seconded by A. Budd. Dean Steven Minkler noted that the modification is a curriculum change needed for accreditation and that the program credit load was reduced to meet normalization requirements. MxCC will apply for CAHIM accreditation. **The vote was taken and unanimously approved.**

6. Accreditation of a Licensed Program

- a. Organizational Effectiveness and Leadership – MS – Charter Oak SC
A motion was made by A. Budd and seconded by M. Harris. Provost Adams stated that the program is licensed. There are 62 students currently enrolled in the program and 80 students are expected to be enrolled by Summer 2017. The program needs to be accredited before COSC graduates any students and before veterans can enroll. Regent Budd asked questions about the kind of jobs graduates are likely to get and if students get employer support. Provost Adams responded that students are already employed, looking to advance their skills and to move to supervisory positions. Provost Adams commented that students are from hospitals and businesses and receive educational support from employers. **The vote was taken and unanimously approved.**

- b. Health Information Management – AS – NWCC. **A motion was made by J. Young and seconded by M. Harris.** Dean Bouffard stated that this program is part of the original Health Information Management (HIM) consortium. The program is licensed but needs to be accredited. The program shares resources with MxCC. **The vote was taken and unanimously approved.**

7. College of Technology (COT) Pathway for Technological Studies

A motion was made by M. Harris and seconded by J. Young. The COT Pathway is a system developed for Technological Studies including Machine Manufacturing Technology. The Pathway leads from the AS Degree to a BS Degree at CCSU. It is a national model. Karen Wosczyzna-Birch, COT Coordinator, stated that the COT program is a response to workforce needs in CT and the region. It is a seamless pathway from certificate to AS to BS degree leading to job offers of \$55,000-\$60,000. Dr. Mulrooney, Assoc. Dean, CCSU, stated that the CCSU program consists of a BS Degree in Industrial Technology. CCSU already offers these courses; therefore, there is no additional costs associated with the program. The COT Pathway is the model for TAP – Certificate to AS Degree to Bachelor's Degree. After a student attains his AS degree, he/she goes right into the BS program. All credits are transferred with no loss of credits. **The vote was taken and unanimously approved.**

8. Institutional Accreditations

- a. State renewal accreditation – Eastern CSU

A motion was made by A. Budd and seconded by J. Young. Provost Pachis stated that ESCU is seeking to continue its accreditation for five years to 2021. Pres. Nunez stated that the comprehensive five-year report has been approved by NEASC and ECSU is seeking approval by the Academic and Student Affairs Committee to renew its accreditation until June 30, 2021. **The vote was taken and unanimously approved.**

- b. NEASC and State accreditation – Gateway CC. At the start of the meeting, the ASA Committee removed this agenda item.

9. Revision to Financial Aid Policy

Associate Director of Financial Aid, Steve McDowell stated that the revised Financial Aid Policy assures that CSCU is in compliance with federal law. It provides for an equitable distribution of funds and insures that all CCC's require the same documentation from all students. Mr. McDowell stated that there is a change on Page 2 to the sentence – "Financial Aid shall cover only those...". It should be Fall 2018. The plan is to get the CCCs online first and to get the retention and registration piece set up. Dr. Gates commented that the CSUs already have the SAP policy in place. Regent Harris asked if there is language in the actual policy that allows the CCCs to meet the needs of lower income students. Regent Harris commented that we should go forward; but we should add language to address this. **Regent Harris made a motion to add this to the revised Financial Aid Policy for CCC students. The motion was seconded by J. Young. The vote for this change was taken and unanimously approved. The vote on the original motion was taken and was unanimously removed.**

10. Faculty Awards

Director of Educational Opportunity, Arthur Poole, recommended junior faculty members who were outstanding in the following categories – Research, Teaching and Scholarly

Excellence from the CCCs and CSUs. Director Poole described the policy and process for submitting candidates for faculty awards. The awards will be officially made at the Faculty Advisory Council Annual Conference on April 7, 2017 at CCSU. **A motion to accept was made by A. Budd and seconded by M. Harris. The vote was taken and unanimously approved.**

11. CSU-AAUP Research Grants

Director Poole stated that the grants are a provision of the bargaining contract between the CSUs and AAUP. There is a pool of grant money made available to the full-time faculty. This year the System Office received 240 proposals and has \$1,132,000 to distribute. **A motion to approve was made by J. Young, seconded by A. Budd. The vote was taken and unanimously approved.**

12. Honorary Degrees

Dr. Gates stated that there were eight nominees for honorary degrees from seven institutions. CSCU is seeking approval of the nominees. Honorary degrees will be awarded at the May 2017 commencements. **A motion to approve was made by A. Budd, seconded by J. Young. The vote was taken and unanimously approved.**

13. Use of Preferred First Name and Execution of Change to Legal Name by Students Policy.

The Student Advisory Committee developed the policy in 2016. The policy was reviewed and approved by Legal Counsel, the joint Student and Faculty Advisory Boards, the Academic Council and the Council of Presidents. **Regent Young spoke about the policy and made a motion to approve. The motion was seconded by A. Budd. Regent Harris presented an amended policy removing the references to employees so that this would be (exclusively) a student policy.** In the amended policy, the System Office would work with representatives of the institutions to establish procedures and forms on a system-wide basis, instead of by each institution, to assist students who want to change their legal names. **A new motion to approve was made by J. Young and seconded by A. Budd. The motion was to approve the policy as amended was passed unanimously.**

Information Items

14. Below Threshold

- a. Business Admin. – Program - Norwalk CC
- b. Business Admin. - Options in Finance, Management and Marketing - Program - Norwalk CC

Dean Michael Butcaris, NWCC, stated that the Business Dept. has streamlined the program, which used to be separate programs. In the streamlined program, there are options within the Business Administration Program. These options are Finance, Management and Marketing. Dean Butcaris commented that students take courses in the first year to understand the business world and then specialize. No motions or approvals need to be made on Below Threshold programs.

Regent Cohen introduced Patricia Ryiz, Dr. Gates' new administrative assistant.

There was no other business. **A motion to adjourn was made by A. Budd, seconded by J. Young and unanimously approved.** The meeting adjourned at 12:10 p.m.



CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – April 21, 2017 **DRAFT**
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis, Aviva Budd, Joe Young, Stephen Adair,

Regents Absent: Catherine Smith,

Staff Present: Jane Gates, Candace Barrington, Bill Gammell, Ken Klucznik, Elsa Nunez, Arthur Poole, Constance Rotondo, Pat Ryiz, Karen Wosczyzna-Birch

Other Attendees: Missy Alexander (WCSU), Michael Alfano (CCSU), Mary Pat Bigley (CCSU), Vicki Bozzuto (GCC), Christine Broadbridge (SCSU), Guro Buchanan (LJMU), Ilene Crawford (SCSU), Jim Donegan (WCSU), Ellen Durnin (SCSU), Gancho Ganchev (WCSU), C. Patrick Heidkamp (SCSU), Erin Heidkamp (SCSU), Maxine Howell (CCSU), Marcia Jehnings (MCC), Leona Konieczny (CCSU), Stephen LaPoint (QVCC), Rich Leonce (MxCC), Meg Levvis (CCSU), Steven Minkler (MxCC), James Mulrooney (CCSU), Dimitrios Pachis (ECSU), Michael Stefanowicz (ACC), Alfred Williams (QVCC)

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

Chair Harris called for two changes in the agenda:

- i. Action Items – 4. New Programs – h. SCSU-LJMU (Liverpool John Moores University) joint master's degrees was moved before a. Integrative Biodiversity – MS – WCSU
- ii. Action Items – 7. Policy for State's Accreditation of the Institutions in the CSCU System was removed from the agenda.

1. Approval of Minutes – March 17, 2017. **Chair Harris took the following action. Remove the March 17, 2017 minutes from the agenda for revision and resubmission for approval at the June 2, 2017 BOR Academic and Student Affairs Committee meeting.**

Consent Items. **A motion to approve was made by N. Cohen, seconded by L. DeNardis and unanimously approved.** Consent items approved were:

2. Discontinuations
 - a. Technology Studies, Education Option – AS – MCC
 - b. Broadcast-Cinema – AS - MxCC
 - c. Multimedia – AS – MxCC
 - d. Accounting Transfer – AS – TRCC
 - e. Business Administration Transfer - AS – TRCC

- f. Marketing Transfer - AS – TRCC
- g. Business Office Technology – Legal Option, Associate of Science degree - MCC
- h. Medical Transcription, Certificate – MCC
- i. Architectural Drafting Technology Certificate – TRCC
- j. Accounting – Post Bac. Certificate (On Ground and Online) – SCSU

3. Modifications

- a. Corporate Media – Occupational Cert. – MxCC [Mods. to fit within Digital Media Prod. Cert.]
- b. Multimedia – Occupational Cert. – MxCC [Mods. to fit within Digital Media Prod. Cert.]
- c. News & Sports – Occupational Cert. – MxCC [Mods. to fit within Digital Media Prod. Cert.]
- d. Web Design and Development – Occupational Cert. – MxCC - [Mods. to fit within Digital Media Prod. Cert.]

Action Items

4. New Programs.

- h. SCSU-LJMU (Liverpool John Moores University) joint master's degrees
 - i. Business Administration – MBA- (45 credits) - SCSU
 - ii. Coastal Resilience - MS - (45 credits) – SCSU

Provost Ellen Durnin introduced the participants from SCSU and LJMU (in person and via video conference) and provided an overview of the joint Master's programs. Provost Durnin stated that this is the first joint international Master's degree program in the CSCU system and it consists of an accelerated MBA and a new Master of Science in Coastal Resilience. The SCSU Foundation financially supports the joint programs. Each program is a cohort model consisting of 45 credits each. The courses are primarily online except for a 7-10 day residency at the beginning and end of each program. Tuition and fees are prepaid in full up front except for the students' travel costs.

The Committee's questions regarding the programs centered on the importance of LJMU's involvement, if LJMU has similar joint partnerships with other countries/institutions and if there are any additional administrative costs. Regent Adair asked how the payment of the up-front tuition for the program is handled if students drop out. Provost Durnin responded that MBA students can transfer to another program and Coastal Resilience students can do an independent study to complete the degree. **President Nunez stated that the student's right to a refund/waiver should be clarified and Chair Harris suggested submitting the issue of refunds/waivers for programs that require full tuition payment in advance to the CSCU Finance Committee.**

A motion was made to approve the SCSU-LJMU as a joint MBA degree contingent upon the revision of the Resolution as follows: 1) The Master's degrees shall be jointly conferred by SCSU and Liverpool John Moores University (LJMU); and, 2) the approval of the programs is contingent upon

approval by NEASC. Chair Harris called for a motion. N. Cohen moved with L. DeNardis seconding. The joint Master's programs were unanimously approved.

A motion was made to approve the MS in Coastal Resilience contingent upon the revision of the Resolution as follows: 1) The program will lead to a MS degree jointly conferred by SCSU and Liverpool John Moores University (LJMU); and, 2) the approval of the programs is contingent upon approval by NEASC; and, 3) for a period of time concurrent with SCSU's institutional accreditation. Chair Harris called for a motion and N. Cohen moved approval with L. DeNardis seconding. The program was unanimously approved.

- a. Integrative Biodiversity – MS – WCSU – Provost Alexander distributed the revised BOR Resolution. At the March 17, 2017 Academic and Student Affairs Meeting, the Committee voted to approve the program contingent upon receiving a revised budget and an operational review in two years in order to move the program to the Board of Regents meeting for approval. It was also noted that a decision on the viability and continuation or discontinuation of the program, after the receipt of the operational report, will be determined by the Academic and Student Affairs Committee and recommended to the Board of Regents. **Chair Harris asked for a motion to discuss the program and N. Cohen moved approval with L. DeNardis seconding.** Provost Alexander provided an overview of the program focusing on the budget, staffing, the stewardship component, collaboration with the other CSUs and the two-year review. The Committee's questions centered on the benefit of the program to students, funding for the two full-time Graduate Assistants, cohesiveness of the program materials and the lack of a full explanation in the Pro Forma program budget. **After a thorough discussion of the program, Chair Harris recommended that no action on the new program be taken today, April 21, 2017, and requested that WCSU bring the MS in Integrative Biodiversity program to the June 2, 2017 Academic and Student Affairs Committee meeting for action. She asked the Committee to submit any questions to Dr. Gates and advised the WCSU representatives to rewrite the documentation and budget for the new program to provide consistency and more clarity.**
- b. Nursing: Hospice and Palliative Care – MS – CCSU. **A motion was made by L. DeNardis, seconded by A. Budd** Dean Michael Alfano stated that CCSU is an expert in gerontology and that the MS program will focus exclusively on Hospice and Palliative Care, which is an underserved area. The curriculum was designed to meet the requirements of the national accrediting bodies. Hartford Hospital and the Hospital of Central CT will partner with CCSU. **The motion was unanimously approved.**
- c. Early Childhood and Infant/Toddler Mental Health – BS – CCSU. **A motion was made by L. DeNardis, seconded by N. Cohen.** Dean Michael Alfano discussed the program, which is a first for CT. The program satisfies the requirements for Early Childhood Education in CT House Bill 2070. The program will partner with the CT Departments of Social Work and Child and Family Services in addition to social service agencies and public schools in the city of New Britain. **The program was unanimously approved.**

- d. Digital Media Production – AAS – MxCC. **A motion to approve was made by N. Cohen, seconded by L. DeNardis.**
- e. Audio and Music – Occupational Cert. – MxCC. **A motion to approve was made by L. DeNardis, seconded by A. Budd.**
- f. Film and Video – Occupational Cert. – MxCC. **A motion to approve was made by L. DeNardis, seconded by A. Budd.**

Programs 4.d. → 4.f. were discussed together. Dean Steven Minkler and Prof. Richard Leonce presented the programs. The Digital Media Production AAS is a unified Associates degree with stackable credits. Employers are seeking multifaceted candidates that better meet the needs of businesses. There are six areas of specialization within the degree. Students take basic skills courses then specialize in their final semester. They receive a dual degree, an Associate's degree plus certificates. Although this is not a Pathway program, students can progress from high school to the university level in this program. **The three programs, 4.d. → 4.f., were unanimously approved.**

- g. Registered Medical Assistant – AS – ACC. **A motion was made by L. DeNardis, seconded by N. Cohen.**

Dean Michael Stefanowicz stated that students currently in certificate programs expressed their desire for an Associate's degree. The AS degree and the certificates currently exist. Employees with an AS degree would receive higher pay. The accreditation body is very rigorous and students are required to take an exam after they complete their credit program. **The program was unanimously approved.**

- i. Six Graduate Certificates - SCSU
 - i. Clinical Mental Health Counseling Post-Master's Certificate (20 Credits) - SCSU
 - ii. School Counselor Post-Master's Certificate (20 credits) - SCSU
 - iii. School Library Media Specialist Graduate Certificate (30 Credits) - SCSU
 - iv. School Library Media Specialist Initial Graduate Certificate (45 credits) - SCSU
 - v. Remedial Reading and Language Arts Graduate Certificate (24 Credits) - SCSU
 - vi. Reading and Language Arts Consultant Post-Master's Certificate (15 Credits) – SCSU

A motion to approve was made by L. DeNardis, seconded by A. Budd to approve the Six Graduate Programs (4.i. i.→vi.).

Dean Ellen Durnin gave an overview of the programs. These six graduate programs, which were classified as Post Bac work, did not comply with Title IV requirements per the Dear Colleague letter of May 2016. The US Dept. of Education states that Post Bac coursework is undergraduate. SCSU has to relevel a number of programs to qualify for and insure compliance with Title IV and financial aid. These programs will go forward as a package to the US Dept. of Education in time for Fall 2018. Once the US DOE responds, these programs will be resubmitted to the Academic and Student Affairs Committee as discontinuations. Students were issued refunds from the university budget for the difference between graduate and undergraduate tuition and fees. **The six programs, 4.i. i.→vi., were unanimously approved.**

5. Modifications

- e. Three program revisions/modifications – SCSU
 - i. SYC School Counseling (CSP) - SCSU [title change/# credits change to 37-41]
 - ii. MS Special Education (Spec Ed) – SCSU [# credits change]
 - iii. EdD Educational Leadership (EDL) - SCSU [revised to have three concentrations (092 Intermediate Admin, 093 Superintendent, other)]

A motion to approve was made by N. Cohen, seconded by L. DeNardis to approve the Three Program Modifications - SCSU (5.e. i.→iii.).

Prof. Stephen Hegedus stated that these modifications will enable students to graduate in a shorter time. There is no change to the existing programs which need to be concentrations and licensed. These three programs are designed for students who do not want to be school principals or superintendents. **The motion was unanimously approved.**

Chair Harris stated that the Academic and Student Affairs Committee does not need to act on the SCSU programs under 9. Below Threshold, b. and c.

4. New Programs

- j. Advanced Manufacturing “3rd Semester Certificates”. ACC in partnership with College of Technology
 - i. Additive Manufacturing Certificate (ACC)
 - ii. Advanced Machine Technology II Certificate (ACC)
 - iii. CAD/CAM Program Certificate (ACC)
 - iv. Quality Inspection Program Certificate (ACC)
 - v. Metal Fabrication Certificate (ACC) – New

5. Modifications

- c. Technology Studies: Machine Technology - AS – ACC
- d. Technology Studies: Machine Technology – Certificate – ACC

A motion to approve was made by N. Cohen, seconded by L. DeNardis to act on agenda items 4. New Programs j. Advanced Manufacturing “3rd Semester Certificates” ACC in Partnership with the College of Technology (COT) (4.j. i.→v.) and on 5. Modifications 5.c. and d.

Dean Michael Stefanowicz and Dr. Karen Wosczyzna-Birch presented. The CAMI grant is supporting the COT manufacturing programs at ACC. Dean Stefanowicz noted that students want and need more than a certificate; they want to specialize in areas of manufacturing. Dr. Wosczyzna-Birch described the COT program, a system-wide pathway in which students can move from a Certificate to an Associate of Science degree at the community colleges to a Bachelor of Science degree, which includes a core of business courses. **All ACC programs were unanimously approved.**

A question was raised by Chair Harris to determine if the COT curriculum needs to be approved if it is adopted by other CSCU community colleges. It was determined that a new staff report will need to be submitted to the Academic and Student Affairs

Committee when other community colleges adopt the COT curriculum or a resolution allowing colleges with the same curriculum to report these as information items.

4. New Programs

- k. Applied Computing – BA – WCSU **A motion to approve was made by N. Cohen, seconded by L. DeNardis.**

Provost Missy Alexander and Prof. Gancho Ganchev presented. The BA in Applied Computing is designed for students who do not want to go on for a graduate degree. The program modifications involve the elimination of some courses to align the program with TAP and the new Master's degree at CCSU. **The motion was unanimously approved.**

- l. Mechatronics Automation Technician – Certificate – QVCC. **A motion to approve was made by N. Cohen, seconded by A. Budd.**

Dean Alfred Williams, Mr. Steve Lapointe and Dr. Wosczyzna-Birch presented. The Mechatronics Certificate is a COT program supported by the CAMI grant and is identical to the programs at ACC. Mechatronics is a combination of Mechanics and Electronics. The certificate is comprised of stackable credentials. Students get paid internships and 90% of graduates get jobs. Small manufacturing companies in CT need certified employees with a wide range of disciplines in the manufacturing area. **The motion was unanimously approved.**

4. Modifications

- a. Conventional Precision (CPM) and Computer-Aided Manufacturing (CAM) Programs – Cert. – MCC [Consolidation/Course mods./Name change]. **A motion to approve was made by A. Budd, seconded by J. Young.**

Dean Marcia Jehnings spoke about the certificate in Precision Manufacturing, which combines the CPM (non-credit), and CAM (credit) certificates into a single, all credit program. **The motion was unanimously approved.**

- b. Master of Business Administration – WCSU [Course mods./substitutions]. **A motion to approve was made by A. Budd, seconded by J. Young.** Provost Missy Alexander and Asst. Dean James Donegan presented the program. The modifications to the program include the requirement for students to take certain preparatory courses to qualify for the MBA and a reduction in credits from 54 to 37, which enables full-time students to complete the program in one year and part time students in two years. The resolution for this program will need to be revised to correct the degree name. **The motion was unanimously approved.**

6. Institutional Accreditations

- a. NEASC accreditation – Southern CSU

A motion to accept the five-year NEASC accreditation of Southern CT State University, through June 30 2022 was made by A. Budd, seconded by J. Young and unanimously approved.

- b. NEASC accreditation – Tunxis CC

A motion to accept the five-year NEASC accreditation of Tunxis Community College, through June 30, 2022, was made by A. Budd, seconded by J. Young and unanimously approved.

- c. NEASC and State accreditation – Gateway CC – ADDED

Ms. Vicki Bozzuto spoke on behalf of GCC's accreditation. The next scheduled comprehensive evaluation for GCC is due in Spring 2026 with an Interim Report due in Spring 2018 on a number of specific issues and an interim, fifth-year report due in Spring 2021. State accreditation will be reconfirmed in March 2022.

A motion to accept the continued NEASC accreditation of Gateway Community College, through June 30, 2022, was made by J. Young, seconded by A. Budd and unanimously approved.

- 7. Policy for State's Accreditation of the Institutions in the CSU System. **This item was removed from the agenda.**
- 8. Policy for the Establishment of Centers and Institutes in the CSU System. **This item was moved to the agenda for the next Academic and Student Affairs Committee meeting to be held on June 2, 2017**

Additional Action Items

- A. Promotions and Tenures
 - i. CCSU
 - ii. ECSU
 - iii. SCSU
 - iv. WCSU

Chair Harris noted that the Committee is required to vote on Promotions and Tenures because this is a financial issue requiring institutions to pay more money. Dr. Gates stated that all of the CSUs submitted and AAUP received CVs for all of the faculty and staff noted in the institutional president's letters. **Chair Harris moved the motion to approve, seconded by A Budd the Promotions and Tenures. The vote for approval was unanimous.**

Information Items

- 8. Below Threshold **Chair Harris noted that no vote is necessary for Below Threshold items; but the programs must be submitted to the CT Office of Higher Education for approval.**
 - a. Mental Health Counseling Concentration – ECSU
 - b. Two below threshold notifications for non-title-iv eligible certificates – SCSU
 - i. Graduate Certificate in Applied Statistics (12 credits) - SCSU
 - ii. Undergraduate Certificate in Spanish and Latino Cultures for Health Professionals (12 credits) – SCSU
 - c. 16 below threshold notifications re: post bac initial teaching certification programs presented as a block:

- i. GR EPCert Art K-12 to UG EPCert Post-bac Art K-12
 - ii. GR EPCert Biology 7-12 to UG EPCert Post-bac Secondary Science
Cert_CONC_Biology
 - iii. GR EPCert Chemistry 7-12 to UG EPCert Post-bac Secondary Science
Cert_CONC_Chemistry
 - iv. GR EPCert Earth Science 7-12 to UG EPCert Post-bac Secondary Science
Cert_CONC_Earth Science
 - v. GR EPCert Physics 7-12 to UG EPCert Post-bac Secondary Science
Cert_CONC_Physics
 - vi. GR EPCert English 7-12 to UG EPCert Post-bac English Secondary Education (7-12)_CONC_English
 - vii. GR EPCert French 7-12 to UG EPCert Post-bac Foreign Language
Cert_CONC_French
 - viii. GR EPCert German 7-12 to UG EPCert Post-bac Foreign Language
Cert_CONC_German
 - ix. GR EPCert Italian 7-12 to UG EPCert Post-bac Foreign Language
Cert_CONC_Italian
 - x. GR EPCert Spanish 7-12 to UG EPCert Post-bac Foreign Language
Cert_CONC_Spanish
 - xi. GR EPCert Mathematics 7-12 to UG EPCert Post-bac Mathematics_Secondary
Mathematics
 - xii. GR EPCert History/Social Studies 7-12 to UG EPCert Post-bac History Secondary
Education Social Studies (7-12)
 - xiii. GR EPCert Early Childhood to UG EPCert Post-bac Early Childhood Education
 - xiv. GR EPCert Elementary Ed. to UG EPCert Post-bac Elementary Ed.
 - xv. GR EPCert Special Education K-12 to UG EPCert Post-bac Spec. Ed._Initial Cert.
in Comprehensive Special Ed_CONC_Special Ed.
 - xvi. UG EPCert Elementary Bilingual to UG EPCert Post-bac Elementary Ed.-
_CONC_Bilingual
- d. Advanced CNC Multiaxis - Certificate - MCC
 - e. CMM (Quality) Programming - Certificate – MCC

There was no other business. **A motion to adjourn was made, seconded and unanimously approved.** The meeting adjourned at 12:34 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

June 15, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Web Design and Development leading to a Certificate at Three Rivers Community College with a phase-out period until May 30, 2019.

A True Copy:

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

ITEM

Termination of a program in Web Design and Development leading to a Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2019.

BACKGROUNDSummary

The Web Design and Development program leading to a Certificate was initially offered at TRCC in 2002.

Rationale

Enrollment in the program has varied from a high of 6 (Fall 2012 and 2013) to a low of 2 (Spring 2015 and 2016 and Fall 2016). Currently there are 4 students registered in the program. Graduation rates have averaged around 1 and there were 2 graduates in 2015-2016. It has been concluded that this program is not meeting a need for the community or for our students.

Phase Out/Teach Out Strategy

The program coordinator/department chair will work with the 4 students currently registered in the program to meet their educational needs for the degree program including the possibility of changing majors. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

No special resources are needed for the termination of this program.

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College		Date of Submission to BOR Office:	
Discontinued Program: 110801	CIP: 12465	DHE# (if available):	Accreditation Date:
Phase Out /Teach Out Period Fall 2017 –Spring 2019		Expected Date of Program Termination May 2019	
Program Characteristics			
Name of Program: Web Design and Development			
Degree: Title of Award (e.g. Master of Arts) Certificate			
Certificate: (specify type and level) Community College Certificate			
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Technologies Department			
Institutional Contact for this Proposal: Joseph Johnson		Title: Assistant Professor/Program Coordinator	Tel.: 860-215-9440 e-mail: jjohnson@trcc.commnet.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Please 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 Web Design and Development Certificate program was initially offered at TRCC in the Fall 2002 semester. The program was created to provide students with the skills needed to design professional web pages, create and optimize images and animations, and manage complex websites, along with providing a broad background in general education. The program was intended to prepare graduates to be eligible to apply for entry-level web development positions in a variety of work environments. Many of these entry-level job positions have disappeared in smaller companies as inexpensive and easy to use web development packages and services are now available from a variety of sources. In addition, website technology has advanced to the point that a four-year degree in Computer Science or a related discipline has become the entry-level job requirement for complex websites at larger companies.

Enrollment in the program has varied from a high of 6 (Fall 2012 and 2013) to a low of 2 (Spring 2015 and 2016 and Fall 2016). Currently there are 4 students registered in the program but only 2 are enrolled in certificate required classes for Spring 2016. Graduation rates have averaged around 1 and there were 2 graduates in 2015-2016.

Phase Out/Teach Out Strategy

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

There are currently 4 students registered in the program. Once the discontinuation has been approved, the two-year phase-out will begin.

A spreadsheet has been created for the 4 students indicating which courses they have completed for their degree. One student has completed one course and the remaining students have not completed any of the required courses. Once the students have been notified of the discontinuation, they will be advised accordingly on course completion actions including the possibility of changing majors. Student progress monitoring will continue until the discontinuation deadline date or at such time that there are no longer any students enrolled in the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Health Information Management leading to a Certificate (C2) at Middlesex Community College including significant modification of courses to create a coding-focused program to meet the standards for certification and examination requirements of the American Health Information Management Association (AHIMA) Foundation.

A True Copy:

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

ITEM

Modification of a program in Health Information Management leading to a Certificate (C2) at Middlesex Community College

BACKGROUND**Need for Program**

The Bureau of Labor Statistics predicts 15% job growth for health information technicians during the decade spanning 2014-2024. The average for all occupations during this period is expected to be 7%. The program changes were reviewed and approved by the program advisory board comprised of individuals representing Connecticut healthcare organizations and baccalaureate institutions. Middlesex Community College is centrally located and able to attract students from a wide area interested in completing a certificate program of this nature. Middletown's location makes several large healthcare organizations accessible to students for internship experiences and future employment opportunities. The college enjoys the enthusiastic support and assistance of members of the Connecticut Health Information Management Association and our own Health Information Management Program Advisory Board members.

This certificate program is "stackable" in that students who wish to continue their education will have the option to complete the Health Information Management Associate Degree program at MxCC, which articulates with the Bachelor's Degree program in HIM at Charter Oak State College.

Need for Program Modifications

Admission to the Health Information Management (HIM) Certificate program is currently suspended pending changes to the structure of the certificate. The certificate previously included a variety of courses from the HIM associate degree program. The problem with this approach is that a one-year HIM generalist certificate does not have value in the marketplace. However, a one-year certificate with a specialty in clinical coding is in demand.

At the HIM program advisory board meeting in the fall of 2016, advisory board members stressed the importance of clinical coding and the need for qualified coders in the college's service area. Additionally, there is an opportunity to apply to the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP). Approval will enable students to sit for the Certified Coding Specialist (CCS) certification exam on completion of the certificate program. The curriculum requirements of the PCAP program can be met with a combination of the existing HIM program course and the addition of 9 credits of advanced coding practice including a virtual professional practice experience (PPE).

Curriculum

The HIM certificate program changes will create a coding-focused program and meet the curriculum standards to apply for recognition as a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) Foundation. This approval will enable students to sit for the Certified Coding Specialist (CCS) exam on completion of the certificate. Proposed modifications are:

1. Revise the program objectives
2. BIO*115 is currently a “hidden” requirement – the current Certificate actually requires 31 credits to complete, despite a published total of 27. It will now be listed as a required course.
3. Remove HIM*112, Medical Insurance and Reimbursement
4. Remove HIM*156, Electronic Health Records
5. Remove HIM*102, Introduction to Healthcare Systems
6. Remove HIM*295, Health Information Management Internship.
7. Add HIM*203, Pathophysiology
8. Add HIM*212, Pharmacology for HIM
9. Add HIM 290, Certification Exam Prep
10. Add HIM 215, Clinical Coding PPE I
11. Add HIM 216, Clinical Coding PPE II
12. Add HIM 217, Clinical Coding PPE III

Justification for Proposed Changes:

1. The modifications will allow students to meet the curriculum requirements to become a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) to enable students to qualify to sit for the Certified Coding Specialist (CCS) certification exam on completion of the program.
2. Students in the HIM associate degree program who would like to specialize in clinical coding would benefit from completing the certificate in addition to the degree program.
3. HIM Certificate students are best positioned for HIM roles in clinical coding. Revised certificate courses to include the content of coding certification exams and removed the objectives that will not be covered in the certificate program courses.
4. The program previously appeared to be 27 credits when 31 were required due to BIO*115 being a prerequisite to HIM*205 Medical Coding I and HIM*206 Medical Coding II courses.
5. HIM*112 does not address prospective payment system models and this is a requirement of some coding certifications.
6. The scope of the HIM*156 course is too narrow to address the range of healthcare informatics competencies which will include proficiency with encoding software for coding specialists.
7. Remove HIM*102 Introduction to Healthcare Systems as it does not address coding-related competencies.
8. Add HIM*203 Pathophysiology as this content is a requirement for coding certification.
9. Add HIM*212 Pharmacology as this content is a requirement for coding certification. HIM Certificate students are best positioned for HIM roles in medical coding and the pathophysiology course is a better fit for that role.
10. HIM*295 course is designed as a professional practice experience including simulation lab activities for students who have completed the degree program and does not fit with the outcomes of the abbreviated Certificate program.
11. Add additional hours of advanced coding practice and simulation lab practice using scanned medical records and logic-based encoding software to fulfill advanced coding and professional practice experience requirements by adding HIM*215 Clinical Coding PPE I, HIM*216 Clinical Coding PPE II, and HIM*217 Coding PPE III.

Learning Outcomes (Existing)	Learning Outcomes (Modified)
<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues. • Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements. • Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software. • Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC). • Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure. • Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS. • Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED). • Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes. • Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings. • Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures. 	<p>Upon successful completion of the program, students will be able to:</p> <ul style="list-style-type: none"> • Apply knowledge of data content structure and standards to 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. • Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data. • Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings. • Evaluate organization compliance with regulations and standards to support reimbursement. • Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

Program Requirements (existing)		Program Requirements (proposed)	
First Semester (15 credits)		First Semester (10 credits)	
MED*125 Medical Terminology	3	MED*125 Medical Terminology	3
HIM*102 Intro to Healthcare Systems	3	BIO*115 Human Biology	4
HIM*112 Medical Insurance & Reimbursement	3	HIM*201 Health Info. Management Principles	3
HIM*256 Legal and Ethical Issues in HIM	3		
HIM*205 Medical Coding I	3		
Second Semester (12 credits)		Second Semester (10 credits)	
HIM*201 Health Info. Management Principles	3	(new) HIM*203 Pathophysiology	3
HIM*206 Medical Coding II	3	HIM*205 Medical Coding I	3
HIM*156 Electronic Health Records	3	HIM*206 Medical Coding II	3
HIM*295 Health Information Management	3	(new) HIM*212 Pharmacology for HIM	1
Internship	3		
“Hidden Prerequisite” (4 credits)		Third Semester (10 credits)	
BIO*115 Human Biology	4	(new) HIM*215 Clinical Coding PPE I	3
		(new) HIM*216 Clinical Coding PPE I	3
		(new) HIM*217 Clinical Coding PPE I	3
		(new) HIM*290 Certification Exam Preparation	1
Total, 31 credits (but only 27 published in Catalog)		Total, 30 credits	

Students

Since inception, average program enrollment has been six students, many of whom were/are simultaneously enrolled in the Health Information Management associate degree. Two students completed the certificate program in May 2016.

As described above, the focus of this certificate is changing from a subset of the associate degree program to a coding-focused credential designed to enable students to sit for the Certified Coding Specialist (CCS) exam on completion of the certificate. Thus, the college is confident that the modified curriculum will attract a wider audience of students who either want the certificate in standalone fashion, or in conjunction with the associate degree as an additional credential.

Full-Time Faculty

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan Assistant Professor and HIM Program Coordinator	M.S. Data Analytics, Southern New Hampshire University M.L.S Library Science, Southern Connecticut State University B.G.S General Studies, University of Connecticut Certificate, Health Information Technology, AHIMA ISP	Data Analytics/HIM Management	Health Information Management courses.
Adjunct Faculty	As required for specialized courses	As required for specialized courses	

Learning Resources

Current learning resources meet the needs of this program as modified.

Facilities

Current learning resources meet the needs of this program as modified.

Fiscal Note

The modified program will utilize existing faculty (both full- and part-time), facilities, and learning resources. The only new anticipated costs will be those associated with national professional accreditation, and possible new part-time faculty salaries should enrollment grow.

Accreditation:

There is an opportunity to apply to the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP). Approval will enable students to sit for the Certified Coding Specialist (CCS) certification exam on completion of the certificate program. The curriculum requirements of the PCAP program can be met with a combination of the existing HIM program course and the addition of 9 credits of advanced coding practice including a virtual professional practice experience (PPE).

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM** (Public Higher Education Institutions) - **01/20/12**

SECTION 1: GENERAL INFORMATION

Institution: Middlesex Community College	Date of Submission to BOR Office: 5/3/17
Most Recent NEASC Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. 510706 Title of CIP Code CIP Year: 2000 or 2010 X Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) C2 Date Program was Initiated: 6/18/14 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? XX% (based on courses that are available as online <i>option</i>) Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 27 credits	Original Program Credit Distribution # Cr in Program Core Courses: 28 (incl. "hidden" prerequisite) # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 Open Electives # Cr Special Requirements (include internship, etc.): 3 (internship) <u>Total # Cr in the Program</u> (sum of all #Cr above): 31 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 100%
Type of Program Modification Approval Being Sought (mark all that apply): X Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Program is licensed by BOR; we are seeking accreditation at this time X Significant Modification of Courses/Course Substitutions Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
Modified Program Characteristics Name of Program: Health Information Management Degree: Title of Award (e.g. Master of Arts) Certificate ¹ : (specify type and level) C2 Program Initiation Date: 6/18/14 Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? approximately XX% (based on estimated number of courses with online <i>option</i>) Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30 credits Other:	Modified Program Credit Distribution # Cr in Program Core Courses: 29 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 1 (exam prep course) <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: 77% (23 credits)
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit DEPARTMENT and Location (e.g. main campus) Offering the Program: MxCC Main Campus	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: Students will be eligible for Connecticut state licensure as a licensed Radiographer. (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency) 	

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Institutional Contact for this Proposal: Dr. Steven Minkler

Title: Dean of Academic Affairs

Tel.: 860.343.5706

e-mail: sminkler@mxcc.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

² Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

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)*

Admission to the Health Information Management (HIM) Certificate program is currently suspended pending changes to the structure of the certificate. The certificate previously included a variety of courses from the HIM degree. The problem with this approach is that a one-year HIM generalist certificate does not have value in the marketplace. However, a one-year certificate with a specialty in clinical coding is in demand.

At the HIM program advisory board meeting in the fall, advisory board members stressed the importance of clinical coding and the need for qualified coders in the college's service area. Additionally, there is an opportunity to apply to the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP). Approval will enable students to sit for the Certified Coding Specialist (CCS) certification exam on completion of the certificate program. The curriculum requirements of the PCAP program can be met with a combination of the existing HIM program course and the addition of 9 credits of advanced coding practice including a virtual professional practice experience (PPE).

- **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 Bureau of Labor Statistics predicts 15% job growth for health information technicians 2014-2024. The average for all occupations during this period is expected to be 7%. The program changes were reviewed and approved by the program advisory board comprised of individuals representing Connecticut healthcare organizations and baccalaureate institutions.

- **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?**

Middlesex Community College is centrally located and able to attract students from a wide area interested in completing a certificate program of this nature. Middletown's location makes several large healthcare organizations accessible to students for internship experiences and future employment opportunities. The college enjoys the enthusiastic support and assistance of members of the Connecticut Health Information Management Association and our own Health Information Management Program Advisory Board members.

- **Please describe any transfer agreements with other institutions under the BOR 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)*

Students who wish to continue their education beyond the certificate will have the option to complete the HIM Associate Degree program at MxCC, which articulates with the Bachelor's Degree program in HIM at Charter Oak State College.

- **Please indicate what similar programs exist in other institutions within your constituent unit ³, and how unnecessary duplication is being avoided.**

A survey of existing Health Information Management programs and certificates at Connecticut Community Colleges (see table below) demonstrates variations in current curricula. The associate degree programs at Capital and Northwestern -- like Middlesex -- have transfer agreements with Charter Oak State College. Middlesex Community College is currently seeking CAHIIM accreditation for the associate degree program.

³ Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

COLLEGE	DEGREES	CERTIFICATE
Asnuntuck	• None	• None
Capital	• A.S. Health Information Management (62 credits)	• COT Health Information Management (32 credits)
Housatonic	• None	• None
Manchester	• None	• None
Naugatuck	• None	• None
Northwestern	• A.S. Health Information Management (64 credits)	• COT Health Information Management & Reimbursement Specialist Certificate (28 credits)
Norwalk	• None	• None
Quinebaug	• None	• None
Three Rivers	• None	• None
Tunxis	• None	• None

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

Associate degree level graduates have career opportunities in coding, HIM technician, and other data integrity-related roles. The Bureau of Labor Statistics predicts 15% job growth for health information technicians 2014-2024. The average for all occupations during this period is expected to be 7%. Salaries in the field are strong with the American Health Information Management Association reporting in a 2012 salary survey that the average salary for HIM technicians was over \$48,000. For those students who choose to pursue additional education, the field offers a career ladder that allows progression to management or technical expertise roles with higher salaries. Progression to a bachelor's degree level of training prepares HIM professionals for more technically complex roles and HIM management. Further progression to a master's degree creates opportunities in management, consulting, and specialized technical skills.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.)*

The HIM certificate program changes will create a coding-focused program and meet the curriculum standards to apply for recognition as a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) Foundation. This approval will enable students to sit for the Certified Coding Specialist (CCS) exam on completion of the certificate. Proposed modifications are:

1. Revise the program objectives
2. BIO*115 is currently a "hidden" requirement – the current Certificate actually requires 31 credits to complete, despite a published total of 27. It will now be listed as a required course.
3. Remove HIM*112 Medical Insurance and Reimbursement
4. Remove HIM*156 Electronic Health Records
5. Remove HIM*102 Introduction to Healthcare Systems
6. Remove the HIM*295 Health Information Management Internship.
7. Add HIM*203 Pathophysiology
8. Add HIM*212 Pharmacology for HIM
9. Add HIM 290 Certification Exam Prep
10. Add HIM 215 Clinical Coding PPE I
11. Add HIM 216 Clinical Coding PPE II
12. Add HIM 217 Clinical Coding PPE III

Justification for Proposed Changes:

1. Meet the curriculum requirements to become a Professional Certificate Approved Program (PCAP) through the American Health Information Management Association (AHIMA) to enable students to qualify to sit for the Certified Coding Specialist (CCS) certification exam on completion of the program.
2. Students in the HIM associate degree program who would like to specialize in clinical coding would benefit from completing the certificate in addition to the degree program.
3. HIM Certificate students are best positioned for HIM roles in clinical coding. Revised certificate courses to

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

include the content of coding certification exams and removed the objectives that will not be covered in the certificate program courses.

4. The program previously appeared to be 27 credits when 31 were required due to BIO*115 being a prerequisite to HIM*205 Medical Coding I and HIM*206 Medical Coding II courses.
5. HIM*112 does not address prospective payment system models and this is a requirement of some coding certifications.
6. The scope of the HIM*156 course is too narrow to address the range of healthcare informatics competencies which will include proficiency with encoding software for coding specialists.
7. Remove HIM*102 Introduction to Healthcare Systems as it does not address coding-related competencies.
8. Add HIM*203 Pathophysiology as this content is a requirement for coding certification.
9. Add HIM*212 Pharmacology as this content is a requirement for coding certification. HIM Certificate students are best positioned for HIM roles in medical coding and the pathophysiology course is a better fit for that role.
10. HIM*295 course is designed as a professional practice experience including simulation lab activities for students who have completed the degree program and does not fit with the outcomes of the abbreviated Certificate program.
11. Add additional hours of advanced coding practice and simulation lab practice using scanned medical records and logic-based encoding software to fulfill advanced coding and professional practice experience requirements by adding HIM*215 Clinical Coding PPE I, HIM*216 Clinical Coding PPE II, and HIM*217 Coding PPE III.

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)*

Text goes here

Faculty Resources:

Faculty Name and Title	Institution of Higher Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Jill Flanigan Assistant Professor and HIM Program Coordinator	M.S. Data Analytics, Southern New Hampshire University M.L.S Library Science, Southern Connecticut State University B.G.S General Studies, University of Connecticut Certificate, Health Information Technology, AHIMA ISP	Data Analytics/HIM Management	Health Information Management courses.
Adjunct Faculty		As required for specialized courses	

Other Considerations

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Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall 2016		Fall 2015		Fall 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers*						
New Students						
Returning Students						
ACTUAL Headcount Enrollment	0	6	0	6	0	0
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year	n/a		2		0	

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Current vs. Proposed Side-by-Side (Add/remove/replace)

Health Information Management (Current)

Certificate

The Health Information Management (HIM) certificate program represents the 27 credits of specialty coursework found within the HIM Associate Degree program. Many students who pursue the HIM Certificate may already have degrees in other disciplines and therefore are not looking to gain, or need, that level of training. Instead, they simply want to have credentials that will validate for a prospective employer that they possess the requisite skills in HIM sufficient to enter the field at an entry level. Having a certificate option offers our students a choice and thus allows them to choose the path that best meets their career and educational goals. Having said that, for students who do wish to continue their education beyond the Certificate, all of the courses are also required in the HIM Associate Degree program, which itself is articulated with the Bachelor's Degree program in HIM at Charter Oak State College.

The HIM Certificate offers students a diverse curriculum that provides an understanding of the many aspects of the emerging field of healthcare technology and information management. Information technology is an integral part of the medical world, and health information management is a growing field which has experienced expansion in recent years with the transition in healthcare from traditional practices using paper to highly efficient electronic record-keeping. HIM professionals are involved in the design, collection, storage, utilization, and transmission of data required to meet the professional, legal, and administrative record-keeping requirements of healthcare delivery systems. They also work with clinical, financial, epidemiological, administrative, and coded healthcare and insurance data.

Upon successful completion of the program, students will be able to:

- Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.
- Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
- Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.
- Compare and contrast reimbursement methodologies and procedure-based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).
- Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.

Health Information Management (Proposed)

Certificate

The Health Information Management (HIM) certificate program represents 30 credits of coursework focused on the Clinical Coding specialty in Health information Management. Many students who pursue the HIM Certificate may already have degrees in other disciplines and therefore are not looking to gain, or need, that level of training. Instead, they simply want to have credentials that will validate skills in clinical coding for a prospective employer. Having a certificate option offers our students a choice and thus allows them to choose the path that best meets their career and educational goals. Students who wish to continue their education beyond the certificate will have the option to complete the HIM Associate Degree program, which is articulated with the Bachelor's Degree program in HIM at Charter Oak State College.

The HIM Certificate offers students a curriculum that is focused on the clinical coding aspect of the health information management field while still introducing students to privacy, compliance, law, and ethics in the healthcare field. Information technology is an integral part of the medical world, and health information management is a growing field which has experienced expansion in recent years with the transition in healthcare from traditional practices using paper to highly efficient electronic record-keeping. HIM professionals are involved in the design, collection, storage, utilization, and transmission of data required to meet the professional, legal, and administrative record-keeping requirements of healthcare delivery systems. They also work with clinical, financial, epidemiological, administrative, and coded healthcare and insurance data.

Upon successful completion of the program, students will be able to:

- Apply knowledge of data content structure and standards to 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.
- Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
- Utilize healthcare data to manage the revenue cycle of the healthcare organization through

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<ul style="list-style-type: none"> Apply coding knowledge utilizing coding guidelines from ICD-9-CM, ICD-10, CPT-4 and HCPCS. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED). Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings. Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures. 	<p>understanding of payment methods and systems in all care settings.</p> <ul style="list-style-type: none"> Evaluate organization compliance with regulations and standards to support reimbursement. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.
First Semester MED*125 Medical Terminology 3 HIM*102 Introduction to Healthcare Systems 3 HIM*112 Medical Insurance and Reimbursement 3 • HIM*256 Legal and Ethical Issues in HIM 3 HIM*205 Medical Coding I 3 15	First Semester MED*125 Medical Terminology 3 BIO*115 Human Biology 4 HIM*201 Health Information Management Principles 3 10
Second Semester HIM*201 Health Information Management Principles 3 HIM*206 Medical Coding II 3 HIM*156 Electronic Health Records 3 HIM*295 Health Information Management Internship 3 12	Second Semester HIM*205 Medical Coding I 3 HIM*206 Medical Coding II 3 HIM*203 Pathophysiology 3 HIM*212 Pharmacology for HIM 1 10
Total Credits: 27 Note: BIO*115 Human Biology is not listed in the program but is a prerequisite for required courses (4 additional credits) Adjusted total: 31	Third Semester HIM*215 Clinical Coding PPE I 3 HIM*216 Clinical Coding PPE II 3 HIM*217 Clinical Coding PPE III 3 HIM*295 Certification Exam Preparation 1 10 Total Credits: 30

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

Upon successful completion of the program, students will be able to:

- Apply knowledge of data content structure and standards to 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.
- Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
- Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
- Evaluate organization compliance with regulations and standards to support reimbursement.
- Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology,

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APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

computer concepts and computer applications as they relate to health information management.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

Please see attached Pro-Forma Budget.

(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution	Middlesex Community College	Date	5/8/2014
Proposed Program	Health Information Management (Certificate)		

PROJECTED Enrollment	2017-18		2018-19		2019-20	
	Full Time (12+ cr.)	Part Time (<12 cr.)	Full Time (12+ cr.)	Part Time (<12 cr.)	Full Time (12+ cr.)	Part Time (<12 cr.)
Internal Transfers <i>(from other programs)</i>						
New Students <i>(first time matriculating)</i>	2	5	3	6	4	8
Continuing <i>(students progressing to credential)</i>			1	4	3	8
Headcount Enrollment	2	5	4	10	7	16
Estimated "Credits Sold" to Students assumes Full-Time Student = avg. of 13.5 credits Part Time Student = avg. of 7.5 credits	27	37.5	54	75	94.5	120
Total Estimated FTE per Year (Credits Sold / 15)	4.3		8.6		14.3	

PROJECTED Program Revenue	2017-18		2018-19		2019-20	
	Full Time	Part Time (@ 6cr/sem)	Full Time	Part Time (@ 6cr/sem)	Full Time	Part Time (@ 6cr/sem)
Tuition & fees*	\$8,552	\$10,850	\$17,536	\$22,240	\$31,302	\$36,296
Lab Fees	\$500	\$1,250	\$1,000	\$2,500	\$1,750	\$4,000
Other Rev. (Annotate in text box below)						
Total Annual Program Revenue	\$21,152		\$43,276		\$73,347	

PROJECTED Expenditures*	2017-18		2018-19		2019-20	
	Number <i>(as applicable)</i>	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	EXISTING Level 2 Program Coordinator; no new expenses	\$0		\$0		\$0
Faculty <i>(Full-time, total for program)</i>	0	\$0	0	\$0	0	\$0
Faculty <i>(Workload Units of Part-time Lecturers - total for program-specific courses)**</i>	Adjunct Faculty: 7 contact hrs/year (sal + 50% fringe)	\$17,462		\$17,462		\$17,462
Support Staff	existing; no new expenses	\$0		\$0		\$0
Library Resources Program	existing as part of HIM degree; no new expenses	\$0		\$0		\$0
Equipment	existing as part of HIM degree; no new expenses	\$0		\$0		\$0
Other (e.g. student services)	existing as part of HIM degree; no new expenses	\$0		\$0		\$0
Estimated Indirect Cost <i>(e.g. student services, operations, maintenance)</i>	calculated at \$200 per FTE per year	\$860		\$1,720		\$2,860
Total ESTIMATED Expenditures		\$18,322		\$19,182		\$20,322
NET New Revenue		\$2,831		\$24,095		\$53,026

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

** average PTL rate plus 50% fringe

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 2, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Computer Science leading to a Bachelor of Science degree at Western Connecticut State University, including modification of existing courses and changing the degree from a Bachelor of Arts to a Bachelor of Science.

A True Copy:

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

ITEM: Change of degree awarded from BA in Computer Science to BS in Computer Science

BACKGROUND

Summary

As a result of a thorough program review at WCSU, the department of Computer Science determined that their degree was better described as a BS in Computer Science, than as a BA. This places us in alignment with the accrediting body, our sister schools, and meets the definition of a BS as described in the Faculty Handbook at WCSU.

Need for the Program

Demand for WCSU's Computer Science degree has been steadily increasing in enrollment for the past five years. This is a high-growth discipline with strong demand in the state of Connecticut. According to the Connecticut Technology Council, as of December 2016, there were 700 job openings in IT-related fields and this number has been consistently high every month. The Connecticut Department of Labor projects computer industry job growth to increase by 15.2% over the next seven years, which translates into 730 annual openings.

Curriculum

The curriculum for the BS in Computer Science is aligned with the standards suggested by the Accreditation Board of Engineering and Technology (ABET), the accrediting body for Computer Science. Students complete 57 credits in Computer Science courses (including 10 credits of advanced mathematics), calculus I and a two-semester sequence in a lab science as part of the general education curriculum, with a total of 120 credits required for the degree.

Students

Enrollment in Computer Science has gone from 94 in 2012 to 146 in 2016. With the recent endorsement of the CS TAP Pathway, even greater growth is expected.

Faculty

WCSU currently has six full-time faculty delivering this curriculum. This is sufficient to meet the needs of our students. Only a small number of courses are delivered by part-time faculty.

Learning Resources

Current library and technological resources are sufficient to support this program.

Facilities

Computer Science has access to two computer labs for the regular scheduling of courses. In addition, there is space for collaborative research and presentations by visiting scholars and industry professionals.

Fiscal Note

No new resources are required. This is a change in the degree type only. All of the curriculum was already offered under the BA title. Recent updates were course revisions to better align with ABET standards.

Review of Documents:

- a) Campus Review: January 30, 2015

- b) Campus Budget and Finance: January 30, 2015
- c) Campus President: May 18, 2017
- d) Academic Council
- e) System Office

Accreditation: WCSU was reaccredited by NEASC on June 4, 2014. We plan to pursue ABET accreditation when budgets allow.

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University		Date of Submission to BOR Office:
Most Recent NEASC Institutional Accreditation Action and Date: June 4, 2014		
Original Program Characteristics CIP Code No. 110102 Title of CIP Code Computer and Information Sciences, General CIP Year: 2000 or 2010 X Name of Program: Computer Science Degree: Title of Award (BA (changing to BS)) Certificate: <i>(specify type and level)</i> Date Program was Initiated: Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):	Original Program Credit Distribution # Cr in Program Core Courses: 44 # Cr of Electives in the Field: 12 # Cr of Free Electives: # Cr Special Requirements <i>(include internship, etc.):</i> <u>Total # Cr in the Program</u> <i>(sum of all #Cr above):</i> 57 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:	
Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) Significant Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) X Change of Degree Title		
Modified Program Characteristics Name of Program: Computer Science Degree: Title of Award Bachelor of Science Certificate 1: <i>(specify type and level)</i> Program Initiation Date: Fall 2015 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120	Modified Program Credit Distribution # Cr in Program Core Courses: 44 # Cr of Electives in the Field: 12 # Cr of Free Electives: # Cr Special Requirements <i>(include internship, etc.):</i> <u>Total # Cr in the Program</u> <i>(sum of all #Cr above):</i> 57 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 57	
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit and Location Offering the Program: Macricostas School of Arts & Sciences		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: If program prepares graduates eligibility to state/professional license, please identify: <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: Missy Alexander	Title: Interim Provost/VPAA	Tel.: 203-837-8400 e-mail: alexanderm@wcsu.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. ² (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

² Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale: As a result of both a program review of Computer Science and a University review of degree definitions, it was determined that the Bachelor of Science is the more appropriate designation for this degree. We have offered the BA for many years.

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

Demand for WCSU's Computer Science degree has been steadily increasing in enrollment for the past five years. This is a high-growth discipline with strong demand in the state of Connecticut. According to the Connecticut Technology Council, as of December 2016, there were 700 job openings in IT-related fields and this number has been consistently high every month since then. The Connecticut Department of Labor projects computer industry job growth to increase by 15.2% over the next seven years, which translates into 730 annual openings.

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?

WCSU has a long tradition of situating professionally oriented programs within a liberal arts tradition. Our most recent mission statement reaffirms this tradition as follows:

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

- *Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
- *Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
- *Attract student-centered faculty who are passionate teachers and accomplished scholars.*
- *Establish partnerships that create opportunities for internships, research, and experiential learning.*

Our location allows our students to secure internships and employment in both Connecticut and New York. We have highly qualified faculty, with both academic and industry experience who support this program.

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program:

This degree is aligned with CS Transfer Pathway for the CSCU system. We are currently updating our articulation agreements with several New York community colleges as well.

Please indicate what similar programs exist in other institutions within your constituent unit 3, and how unnecessary duplication is being avoided:

The BS in Computer Science exists at our sister institutions. There is sufficient demand for all of them, with a shortage of qualified programs in Connecticut.

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

The Connecticut Department of Labor projects computer industry job growth to increase by 15.2% over the next seven years, which translates into 730 annual openings.

Description of Modification: Change degree designation from Bachelor of Arts to Bachelor of Science

Description of Resources Needed: No new resources are required, the program is already offered as a BA.

3 Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year 2015		First Term, Year 2016		First Term, Year 2017	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	4	5	4	2	2
New Students	46	1	41	6	47	3
Returning Students	52	7	56	13	71	12
ACTUAL Headcount Enrollment	98*	12	102	23	120	17
ACTUAL FTE per Year	95.2		110.0		112.6	
Size of Credentialed Group for Given Year	12		6		12	

*Students were given the option of changing to the BS that year. Nearly all took that option because they thought it was better for their future graduate and professional aspirations.

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Curriculum Details for a Program Modification (to be use as appropriate for specific modification request) ⁴						
Course Number and Name s	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CS170 Language C++	*	(CS140 or 143, MAT100 or appropriate placement)	4	MAT181 Calculus I		4
CS221 Object Oriented Programming & Data Structures		MAT160, 170 or appropriate placement)	4	Two semesters of a lab science (BIO/CHEM/PHY)		8
CS205 Data Modeling & Database Design		CS140 or 143 or 170	4			
CS215 Computer Architecture		CS140 or 143 or 170	4			
CS240 Computer Organization		CS221	4			
CS305 Database Applications OR CS350 Object Oriented Software Engineering OR CS360 Distributed Applications Engineering		CS170 and CS205 Or CS205 and 221 OR CS205 and 240	4			
CS315 Design and Analysis of Algorithms		CS221 and MAT181	3			
CS355 Programming Languages		CS171 or 221 and CS240 and CS/MAT165.	4			
CS450 Operating Systems		CS215 and CS240, Sr. Standing	4			
Math Required Courses						
MAT120 Elementary Statistics			3			
CS/MAT165 Intro to Discrete Mathematics			4			
CS/MAT359 Intro to Theory of Computation			3			
CS Electives			12			
Core Course Prerequisites				Elective Courses in the Field		
MAT100 Intermediate Algebra or higher math placement				CS235 Digital Media		4
CS140 Intro to Programming OR CS143 Visual Basic				CS245 Web Applications Development		4
				CS250 Advanced Topics in Programming using Java		4
				CS297 Cooperative Education		1-9
				CS298 Faculty Developed Study		1-4
				CS299 Student Developed Study		1-4
				CS305 Database Applications Engineering		4
				CS330 Computer Graphics		4
				CS340 Computer Animation		4
				CS350 Object Oriented Software		4

⁴ 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.

⁵ Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

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		Engineering		
		CS351 Independent Study		3
		CS360 Distributed Applications Engineering		4
		CS399 Honors Project		3
		CS410 Compiler Construction		4
		CS444 Computer Networks		4
		CS484 Special Topics in CS		4
		MAT182 Calculus II		4
		MAT272 Introduction to Linear Algebra		3
Total Other Credits Required to Issue Modified Credential				

At the completion of their degrees in Computer Science students will demonstrate:

1. Mastery of Computer Science as described in the current ACM/IEEE Computing Curricula.
2. The ability to identify and use recurring computer science themes and principles and determine their relevance in multiple contexts.
3. Understanding of the interplay between theory and practice in computer science.
4. The ability to think at a system-level.
5. Strong problem-solving skills.
6. The ability to communicate solutions and strategies to others.

- Computer Science has a detailed course by course learning outcomes list that is aligned to ABET standards for this discipline. These are too comprehensive to list here.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources: This modification is a degree type change only. All curriculum is already in place. No new resources are required.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Charter Oak State College

June 15, 2017

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions of March 3, 2017 regarding the regional accreditation of Charter Oak State College and grant continued state accreditation of Charter Oak State College until June 30, 2022.

A True Copy:

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

ITEM

Institutional Accreditation of Charter Oak State College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the regional accreditation of Charter Oak State College and grant state accreditation of Charter Oak State College from July 1, 2017 to June 30, 2022

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Charter Oak State College was last accredited by the Board of Regents for Higher Education in October 2012 until September 30, 2017, following the acceptance of the college's interim (fifth-year) report by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Charter Oak State College at its March 3, 2017 meeting where it accepted the institution's 10-year comprehensive evaluation, finding the institution to be substantially in compliance with the *Standards for Accreditation*.

In issuing its evaluation, NEASC commended the college for its "candid self-study" that serves as a "great foundation" for its strategic planning process. The NEASC Commission also cited what it identified as the College's many strengths, which include:

- its clear mission and commitment to serve "diverse adult learners and alternative pathways;"
- its "adept" use of data to make institutional improvements and maintain affordability;
- its student centered, patient and flexible philosophy of advising; and
- its "nimble" cost structure.

The Commission requires Charter Oak to develop an evaluative report for Fall 2017 that give emphasis to the institution's success in:

1. implementing strategies, including those involving contractual arrangements, to increase enrollment;
2. assuring adequate financial resources are available to sustain plans for growth, course development, and marketing of programs;
3. developing a long-range strategic plan

The Commission scheduled Charter Oak State College's interim (fifth-year) report for Fall 2021 and its next 10-year comprehensive evaluation for Fall 2026.

The Commission expressed its appreciation for the institution's cooperation with its effort to provide public assurance of the quality of higher education and its hope that the evaluative process has contributed to institutional improvement.

06/02/17 – Academic and Student Affairs Committee
06/15/2017 – Board of Regents



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DAVID P. ANGEL, Chair (2018)
Clark University

DAVID QUIGLEY, Vice Chair (2018)
Boston College

KASSANDRA S. ARDINGER (2017)
Trustee Member, Concord, NH

THOMAS S. EDWARDS (2017)
Thomas College

THOMAS CHRISTOPHER GREENE (2017)
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)
Three Rivers Community College

PETER J. LANGER (2017)
University of Massachusetts Boston

DAVID L. LEVINSON (2017)
Norwalk Community College

PATRICIA MAGUIRE MESERVEY (2017)
Salem State University

G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

HARRY EMMANUEL DUMAY (2019)
Saint Anselm College

JEFFREY R. GODLEY (2019)
Groton, CT

STEPHEN JOHN HODGES (2019)
Hult International Business School

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

GEORGE W. TETLER (2019)
Worcester, MA

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bbrittingham@neasc.org

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Vice President of the Commission
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Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

May 2, 2017

Mr. Edward D. Klonoski
President
Charter Oak State College
55 Paul J. Manafort Drive
New Britain, CT 06053-2142

Dear President Klonoski:

I write to inform you that at its meeting on March 3, 2017, the Commission on Institutions of Higher Education took the following action with respect to Charter Oak State College:

that Charter Oak State College be continued in accreditation;

that the Fall 2017 evaluation to assess the M.S. in Organizational Leadership program be confirmed;

that, in addition to the matters specified in our letter of March 29, 2016, the report prepared in advance of the Fall 2017 evaluation give emphasis to the College's success in assuring the sufficiency of faculty to support the program;

that a focused evaluation be scheduled for Fall 2018 and the report prepared in advance of the evaluation give emphasis to the institution's success in:

1. implementing strategies, including those involving contractual arrangements, to increase enrollment;
2. assuring adequate financial resources are available to sustain plans for growth, course development, and marketing of programs;
3. developing a long-range strategic plan;

that the College submit an interim (fifth-year) report for consideration in Spring 2021;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. continuing to meet its enrollment goals and enhance its financial stability;

2. implementing its long-range strategic plan;
 3. strengthening the College's culture of inquiry and its assessment efforts;
- that the next comprehensive evaluation be scheduled for Fall 2026.

The Commission gives the following reasons for its action.

Charter Oak State College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Charter Oak State College (COSC) for its preparation of a candid self-study that provided the campus community with an opportunity to reflect on "what it has accomplished" and that serves as a "great foundation" for its strategic planning process. Along with the visiting team, we note with favor the College's many strengths, including its clear mission and commitment to serve "diverse adult learners and alternative pathways;" its "adept" use of data to make institutional improvements and maintain affordability; its "student centered, patient and flexible" philosophy of advising; and its "nimble" cost structure. COSC offers all its courses online, and its technology infrastructure has been enhanced through initiatives undertaken by the recently established Connecticut State Colleges and University system office information division. We are gratified to learn of the success of the Health Information Major, and the B.A. in Cybersecurity program, which enrolled 64 students in May 2016. We concur with the visiting team that COSC can be "justifiably proud" of its "mature, robust, multifaceted, and effective" prior learning assessment program. With the support of "committed and competent" faculty and staff, and the leadership of a respected president and provost, Charter Oak State College is well positioned to build on its success, meet future challenges, and continue to "provide adults with access to higher education in a way that overcomes barriers of time and geography."

The Commission confirms the Fall 2017 evaluation to assess implementation of the Master of Science in Organizational Leadership (MSOL) program. In addition to the matters specified in our letter of March 29, 2016, we ask that the report prepared for the Fall 2017 evaluation give emphasis to a matter related to our standard on *Teaching, Learning, and Scholarship*.

We are pleased to learn that the program director for the MSOL began work on June 3, 2016 and that three faculty have been hired to develop the first four courses in the program. As noted in the report of the visiting team, however, COSC's challenges "associated with building an academic infrastructure to foster program continuity and greater faculty engagement at the program level" have persisted and increased as the number of academic programs has grown. The Fall 2017 evaluation will afford the College an opportunity to demonstrate that, with respect to the Master of Science in Organizational Leadership program, there are "an adequate number of faculty and academic staff ... whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes" (6.2).

The items the institution is asked to address in the report prepared in advance of the focused evaluation scheduled for Fall 2018 are related to our standards on *Students, Institutional Resources, and Planning and Evaluation*.

As acknowledged in both the self-study and the report of the visiting team, Charter Oak State College has been challenged in the past to achieve its enrollment goals, even as the institution recognizes that enrollment is a key to its financial viability. While we appreciate that enrollment fluctuations are often out of the College's control, we are nonetheless gratified to learn that COSC has increased its use of "analytic tools" to better predict enrollment and retention and

intends to develop a new enrollment and retention plan that will include outreach to new markets. We understand that the College has recently entered into a contractual arrangement with a partner to assist with recruitment and student advisement under COSC's direction. If successful, the partnership may lead to a "doubling" of the size of the College. We anticipate being apprised, in Fall 2018, of the College's success in implementing this contractual arrangement and other strategies intended to facilitate achievement of the institution's goals for enrollment and retention. We remind you of our standards on *Students* and *Institutional Resources*:

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve (*Students*, statement of the Standard).

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students (7.6).

The Commission shares the judgment of the visiting team that Charter Oak State College's resources are "strained," and that the institution is challenged to secure sufficient support to "sustain its long and short term plans for growth, course development, and marketing/branding of its programs." We are, therefore, gratified to learn that, in addition to the enrollment and retention initiatives noted above, the College has developed an ambitious plan to add "10 [academic] programs in 10 years" and intends to enhance fundraising with emphasis on scholarships and legacy giving. We look forward, through the Fall 2018 focused evaluation, to receiving evidence that the College "preserves and enhances available financial resources sufficient to support its mission" (7.4). Our standard on *Institutional Resources* (cited above and below) offers this additional guidance:

The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support (7.5).

The Commission concurs with the visiting team that Charter Oak State College would benefit from the development of a long-range strategic plan and that the College's Foundation could be "more extensively utilized" in this process. We note with approval that the institution has started work on a "five-year plan with ten-year aspirations" and has involved the Foundation in the planning process. We look forward to learning, in Fall 2018, of COSC's progress in engaging in planning "beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints" (2.3). Our standard on *Planning and Evaluation* further notes:

Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and include external perspectives. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts (2.1).

A copy of the procedures for the Fall 2018 focused evaluation are enclosed for your information and use.

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports, the College is asked, in Spring 2021, to report on three matters related to our standards on *Students*, *Institutional Resources*, *Planning and Evaluation*, and *Educational Effectiveness*.

The College is asked, in the Spring 2021 interim report, to give emphasis to its continued success in achieving its enrollment goals and assuring financial stability. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the College's sustained attention over time; hence, we ask that further information be provided in the interim report. Our standards on *Students* and *Institutional Resources*, cited above, will provide guidance for this section of the report.

The Commission also expects that, by the time of the interim report, Charter Oak State College will have moved from the development phase of strategic planning to the implementation phase. We look forward, in Spring 2021, to receiving evidence of the College's "demonstrable record of success in implementing the results of its planning" (2.5).

As acknowledged in both the report of the visiting team and the institution's self-study, Charter Oak State College "still has work to do" in academic assessment. We are gratified to learn that syllabi are being revised to link course and program outcomes more closely; this change is intended not only to enhance students' clarity about the relationship between course and program outcomes but also to facilitate assessment of student learning. The College is also seeking to make better use of its learning-readiness tool, SmarterMeasure, to determine how data reported through the tool can be used to inform retention initiatives. Finally, we understand that the director of institutional research, in conjunction with the Assessment Committee, is searching for a new mechanism with which to assess general education. We anticipate being apprised, through the Spring 2021 interim report, of the College's progress in implementing these and other initiatives intended to strengthen COSC's assessment efforts and deepen its culture of inquiry. We remind you of our standard on *Educational Effectiveness*:

The institution provides clear public statements about what students are expected to gain from their education, academically and, as appropriate to the institution's mission, along other dimensions (e.g., civic engagement, religious formation, global awareness). Goals for students' education reflect the institution's mission, the level and range of degrees and certificates offered, and the general expectations of the larger academic community (8.2).

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention,

transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The scheduling of a comprehensive evaluation in Fall 2026 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Charter Oak State College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Shirley Adams, Provost, and Dale Hamel, team representative, during its deliberations.

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 of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process 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.

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

Sincerely,



David P. Angel

DPA/jm

Enclosures

cc: Mr. Matt Fleury
Visiting Team

ITEM

Resolution concerning Approval of Mission and Vision Statements for Western Connecticut State University

BACKGROUND

When the strategic planning process began in January 2014, the steering committee was charged with revisiting the university's mission and vision statements approved by the Board of Trustees in 2010 (BR# 10-53). The proposed modifications represent the ways the university has evolved and changed in the years since the last statements were approved.

ANALYSIS

In January 2014, WCSU's President charged a steering committee with involving the campus in a strategic planning process. The steering committee organized members into smaller subcommittees to accomplish the following: review mission, values and vision statements; review the previous strategic plan and master plan to identify what had been accomplished, what remained, and what was no longer relevant; and conduct an environmental scan to identify internal and external strengths, weaknesses, opportunities, and challenges (SWOT). The work of these subcommittees was informed by the broad participation of faculty, staff, students, alumni, and external stakeholders.

The university's vision is to become a premier public university with outstanding teachers and scholars who prepare students to contribute meaningfully to the world. The new mission statement has guided the university in its decisions about strategic goals and the vision that we hope to realize once the goals have been achieved.

PRESIDENT'S RECOMMENDATION

Rescind Board Resolution 10-53 and approve the mission and vision statements for Western Connecticut State University as attached

06/02/17 BOR Academic and Student Affairs Committee
06/15/17 Board of Regents

Western Connecticut State University
Mission and Vision Statements
May 24, 2017

Mission Statement

Western Connecticut State University changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research, and experiential learning.

(Approved by the University Senate on March 11, 2015 and by the University President on March 24, 2015)

Vision Statement

Western Connecticut State University will be widely recognized as a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way.

(Approved by the University Senate on January 18, 2017 and by the University President on January 19, 2017)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

ANNA KIRCHMAN

June 15, 2017

WHEREAS, The President of Eastern Connecticut State University, Dr. Elsa Nunez, has recommended awarding this title to Professor Kirchmann and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Kirchmann, a highly distinguished teacher and scholar, has served Eastern Connecticut State University since 1997 and is currently a tenured Professor in the History Department; and

WHEREAS, Professor Kirchmann was named the 2014 Eastern Connecticut State University Distinguished Professor, is a prize-winning author of scholarly works, has served in leadership roles for professional organizations and on editorial boards of professional journals; and

WHEREAS, Professor Kirchmann's contributions to the profession extend to the national and international community and has received numerous awards including the Polish American Historical Association's Distinguished Service Award and an Official Citation from the State of Connecticut for her contribution to the Polish American Experience in Connecticut; now, therefore be it

RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Anna Kirchmann of Eastern Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further

RESOLVED, That Professor Kirchmann be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Anna Kirchmann of Eastern Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

RATIONALE

Eastern Connecticut State University, with the recommendation of President Elsa Nunez, proposes awarding the title CSU Professor to Dr. Anna Kirchmann of the History Department in the School of Arts and Sciences. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

6/2/2017 – BOR-Academic and Student Affairs Committee
6/15/2017 – Board of Regents



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

April 3, 2017

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

RE: CSU Professor

Dear Dr. Gates,

This spring semester the CSU Professorship Advisory Committee at Eastern Connecticut State University received multiple high-quality nominations of faculty for the title of CSU Professor. From those nominations the committee enthusiastically endorses Professor Anna Kirchmann of the History Department for this appointment. Based on Professor Kirchmann's distinguished career, I believe she admirably fulfills the requirements for the position of CSU Professor. Pursuant to Article 5.6 of the CSU Collective Bargaining Agreement between the Board of Regents and the American Association of University professors, I am pleased to endorse the committee's recommendation, and further request that it be effective at the start of the 2017-2018 academic year.

When the Board endorses this recommendation, Dr. Kirchmann will serve as one of two CSU Professors at Eastern Connecticut State University. Professor Arroyo, one of our current CSU Professors, will be retiring at the end of the current academic year.

Dr. Kirchmann is a distinguished faculty member and a renowned academic with an international reputation. She is a prolific scholar who has balanced her research and professional activity with her teaching and service to Eastern and to her department. Her peers speak with acclaim about her scholarship and professional leadership as well as her teaching.

Dr. Kirchmann joined the History faculty at Eastern in 1997 as an Assistant Professor and was promoted to Associate Professor in 2002 and Professor in 2007. She was named the 2014 ECSU Distinguished Professor. Dr. Kirchmann has been a researcher, publishing books, peer-reviewed

journal articles, articles in collected works, and archival inventories from 1987 to the present. Her interests include, "Questions of ethnic identity and its transformations, ethnic communities and their structures, immigrant experience within those communities and vis-a-vis the host society, as well as historical memory and commemoration." Dr. Kirchmann's scholarship is focused on the Polish Diaspora "within a larger context of interactions with other ethnic groups and the general American history." She also has served in leadership roles for professional associations, on editorial boards, and as an editor (editor-in-chief, association editor, guest editor) of professional journals.

Scholarly Works

Dr. Kirchmann's prize-winning scholarly works reach from Willimantic to Poland. She has published two award-winning scholarly books as the sole author, *The Polish Hearst* (2015) and *The Exile Mission* (2004). *The Polish Hearst* received the Kulczycki Book Prize in Polish Studies and the American Journalism Historians Association Award. *The Exile Mission* received The Oskar Halecki Prize of the Polish American Historical Association and the American Council of Polish Culture Award. In addition, Dr. Kirchmann has served as editor and associate editor for two award-winning books, *Letters from Readers in American Press* (2014) and *The Polish American Encyclopedia* (2011), respectively. For the former, Prof. Kirchmann wrote in-depth scholarly introductions for each chapter, and for the latter, she contributed seven encyclopedic entries. Dr. Kirchmann received a second Oskar Halecki Prize for *Letters from Readers in American Press*. *The Polish American Encyclopedia* received the 2012 Outstanding Reference Source Award of the Reference and User Services Association.

Dr. Kirchmann has authored 20 peer-reviewed articles in eleven different journals published in the United States, Poland, and Germany, including *Journal of American Ethnic History*; *Polish American Studies*; *OstEuropa*, a leading international journal in Eastern Europe research; and *Przegląd Polonijny*, a journal of the Polish Academy of Sciences. She received The Joseph Swastek Prize for best article in *Polish American Studies* for both 2002 and 2003. Prof. Kirchmann authored seven more articles in collected works published primarily by press such as Oxford University Press and Polska Akademia Umiejetnosci (Polish Academy of Learning).

Additionally, Dr. Kirchmann wrote eight archival inventories, two for the Windham Textile and History Museum, and six for the Immigration History Research Center in St. Paul, MN.

Contributions to the Profession

Like her scholarly work, Dr. Kirchmann's contributions to the profession extend from Willimantic to the national and international community. Dr. Kirchmann has been very active in the Polish American Historical Association, an international professional organization and affiliate of the American Historical Association, serving as President (2007-9), First Vice President (2005-7, 2003-5), Third Vice President (1999-2001), Nominations Committee Chair (2012), and as a Board member (2013-15, 2009-11, 2001-3, 1997-99). Since January 2015, Professor Kirchmann has served as Editor-in-Chief for the association's scholarly journal, *Polish American Studies*.

Dr. Kirchmann continues to serve on the Advisory Council of the Polish Institute of Arts and Sciences (2009- present). She has also served on the Board of Directors of both the Windham Textile and History Museum (2005-2014) and the Jozef Pilsudski Institute for Research (2010-12). Prof. Kirchmann is on the Editorial Board of the Journal of American Ethnic History (2014-present). She has also served as Guest Editor for two special issues of *Polish American Studies* (2008, 2003) and as Associate Editor for *The Polish American Encyclopedia* (2011), as noted above.

Dr. Kirchmann maintains membership in nine professional organizations. Over the course of her career, she has given dozens of presentations and conference papers, including book talks, at national and international conferences as well as organized panels and served as chair and discussant.

In addition to the awards Dr. Kirchmann has received for her books and articles as noted above, she has received honors that speak to her state, national, and international reputation. Among these is *The Knight's Cross of Valor* awarded in 2014 by the Republic of Poland for contributions to Polish culture abroad.

Dr. Kirchmann received the Distinguished Service Award from the Polish American Historical Association in 2014. In 2012, she was awarded the Mieczyslaw Haiman Medal for sustained contributions to Polish American studies from the Polish American Historical Association. Prof. Kirchmann was honored in 2011 by the State of Connecticut General Assembly with an Official Citation for her contribution to historical knowledge of the Polish American experience in Connecticut. In 2009, she received the Wacław Jędrzejewicz Medal in History from the Józef Piłsudski Institute of America.

Professor Anna Kirchmann is an eminent scholar of international reputation, clearly representing the high quality and continuous professional excellence indicative of the CSU Professor title. I fully recommend Professor Kirchmann to the Board of Regents for the title of CSU Professor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elsa M. Núñez', written in a cursive style.

Elsa M. Núñez
President

c: Mr. Mark E. Ojakian, President
Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

CAROL SHAW AUSTAD

June 15, 2017

- WHEREAS, The President of Central Connecticut State University, Dr. Zulma R. Toro, has recommended awarding this title to Professor Austad and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and
- WHEREAS, Professor Austad, a highly distinguished teacher and scholar, has served Central Connecticut State University since 1987, received a Distinguished Service Award in 2005 and is currently a tenured Professor in the Department of Psychological Science; and
- WHEREAS, Professor Austad has a prominent record of published scholarship, teaching, grants, as well as departmental, university and community service; now, therefore be it
- RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Carol Shaw Austad of Central Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further
- RESOLVED, That Professor Austad be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Carol Shaw Austad of Central Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

RATIONALE

Central Connecticut State University, with the recommendation of President Zulma R. Toro, proposes awarding the title CSU Professor to Dr. Carol Shaw Austad of the Psychological Science Department in the Carol A. Ammon College of Liberal Arts and Social Sciences. The President and Provost of the System Office concur with this recommendation. The President’s letter of recommendation is attached.

6/2/2017 – BOR-Academic and Student Affairs Committee

6/15/2017 – Board of Regents

OFFICE OF THE PRESIDENT

CCSU



Central Connecticut State University

MEMORANDUM

Via Facsimile

TO: Mark E. Ojakian
President, Connecticut State Colleges & Universities

FROM: Zulma R. Toro *ZRT*
President

DATE: May 9, 2017

SUBJECT: CSU Professorship Recommendation (CCSU)

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Carol Shaw Austad, Professor of Psychological Science, be appointed as Connecticut State University Professor from Central Connecticut State University. Dr. Austad will replace Dr. Daniel Mulcahy, who has retired. Below is a brief profile of Dr. Austad's accomplishments; her CV is also attached.

Carol Shaw Austad

Dr. Austad has a prominent record of published scholarship, teaching, grants, as well as departmental, university, and community service. Her publications include, but are not limited to *Nicholas A. Cummings: Psychology's Provocateur* (2014, Dogear Publishing); *Counseling and Psychotherapy Today: Theory, Research, Practice* (2009, McGraw Hill Publishing); *Is Long-Term Psychotherapy Unethical? Toward a Social Ethic in an Era of Managed Care* (1996, San Francisco, Jossey Bass); *Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources* (1993, with W. Berman Eds., Washington, D.C. American Psychological Association Press). In addition, Dr. Austad has 59 single and co-authored scholarly journal and book chapter publications. Dr. Austad has also delivered 94 invited academic papers at scholarly conferences and workshops.

Carol Shaw Austad, Ph.D.

Phone: 860 832-3101

Austad@CCSU.edu

New Britain, CT. 06053

Degree

Ph.D., Psychology, Clinical
M.A, Psychology
B.A., Psychology

Institution

University of North Texas (1982)
Stephen F. Austin State University (1978)
Carleton University, Ottawa, Canada (1976)

Summary of Primary Career Accomplishments

- *Licensed Psychologist* in Connecticut since 1983. (License #1059)
- *Taught* an estimated 6,000 students at CCSU in over 180 sections of classes in psychology and peace studies. Mentored students in research, internships, projects, theses. Created innovative courses in clinical psychology and peace studies.
- Published 4 books; over 50 peer reviewed articles and book chapters; made >85 national, regional, local presentations. *Research and writing in psychotherapy, alcohol studies, biofeedback, stress management: inner and outer peace*
- Created Interdisciplinary Biofeedback and Psychophysiology Center, with a mission of stimulating research, education, and community outreach of applied biofeedback. Course work for professional certification accredited by BCIA.
- *BARCS*. Brain and Alcohol Research in College Students; Principle at CCSU for a 2.6 million dollar collaborative, multi-site grant from the National Institute on Alcohol Abuse and Alcoholism.
- *Peace Studies Minor*. Co-creator and Co-Coordinator at CCSU of interdisciplinary peace studies minor. Mentoring of students.
- *Past President*, Local CCSU Chapter of the American Association of University Professors (AAUP) 1999-2002. Past Vice President of CSU-AAUP 2010.
- *Distinguished Service Award* at CCSU in 2005.

Academic Employment

Professor of Psychology (1996 to present): Department of Psychological Sciences Central Connecticut State University

Associate Professor of Psychology (1992 to 1996): Psychology Department, Central Connecticut State University

Assistant Professor/Psychology (1987 to 1992): Psychology Department, Central Connecticut State University

Coursework

Taught a wide range of undergraduate courses: Introduction to Psychology; Abnormal Psychology; Personality; Behavior Modification; Death and Dying; Health Psychology,

Created and taught clinical psychology/ psychotherapy courses: Short-term Psychotherapy and Health Care; Introduction to Clinical Psychology; Psychopathology; Health Psychology (graduate) Stress Management: Theory and Research; Biofeedback: Principles and Practice; Peace Psychology; War and Peace through Films; Travel to the Nation State of Hawai'i. Initiated health psychology M.A. Program

Sponsored Internships, independent studies; provided mentoring in research to help students present, publish, enter graduate programs, and find meaningful employment.

Teaching Programs

Co-created Health Psychology M.A. Program

Co-coordinator CCSU Peace Psychology minor (2005-Present), co-created, administer, and coordinate interdisciplinary minor.

Teaching and Research Assistant (9/79-6/79): University of North Texas. Graduate assistant for courses including Intellectual Assessment, Personality Assessment, Behavior Modification, Physiological Psychology. Research, writing, administering, supervising students in faculty grant.

Teaching Assistant (9/75-6/76): Stephen F. Austin State University. Assistant for Introductory Psychology.

Psychology Program Assistant (9/73-9/75): Vancouver City College. Vancouver, British Columbia. Coordinated educational aspects of psychology department.

Research Assistant in Neuropsychology (9/71-9/73): Carleton University. Ottawa, Ontario. Behaviorally assessed "split brain" cats; research in marijuana and drug use.

Clinical Experience

Licensed Psychologist: Active health professional conducting clinical work with hundreds of patients over the years. Procured and maintained State of Connecticut License #1059 since 1983 from Department of Health; Credential of acknowledged expertise in the field of psychology. Standard in the field.

Fellow in Biofeedback (Fall, 2016): by the Biofeedback Certification International. Fellow status awarded as "Credential of acknowledged expertise in the specialized area of biofeedback. BCIA certification is recognized by the Association for Applied Psychophysiology and Biofeedback (AAPB) and the International Society for Neuronal Regulation (ISNR) as the standard in the field." *Certification in Biofeedback (Fall, 2008)*

Fellowship: Albert Ellis Institute (Summer 2004) Selected to be a Fellow at the Albert Ellis Institute "a world-renowned psychotherapy institute committed to advancing emotional well-being through the study and application of effective, short-term therapy with long-term results."

Clinical Staff Psychologist Community Health Care Plan (CHCP) Full time -December 1983- to September 1987. Part-time. March 1988-June 1998. Provided mental health services to members of Health Maintenance Organization (individual, group, couples, family therapy, psychological testing) to adult/adolescent out patients.

Private Practice (9/83-present) Provision of individual, group, couples, family therapy, divorce mediation, psychological testing, alcohol and drug counseling to adults and adolescents. Assessment of developmentally disabled.

Staff Psychologist (9/82-12/83) Hall Brooke Hospital, Westport, Ct. Primary therapist for psychiatric in-patients. Provision of psychological services (individual, group, family therapy, acute crisis intervention, community liaison to adults and adolescents). Served as team leader supervising mental health staff with both administrative and clinical responsibilities.

Clinical Psychology Intern (9/80-9/82) Connecticut Valley Hospital, Middletown, Ct. Provided psychological services (psychotherapy, psychodiagnostic assessment, treatment and discharge planning). In year two, directed residency program at Dutton Transitional Living Center, a quarter way house for chronic psychiatric patients. Outpatient placements at Yale Health Center/Bristol Hospital.

Current Research Activity

The Interdisciplinary Psychophysiology and Biofeedback Center

The Interdisciplinary Psychophysiology and Biofeedback Center at CCSU was founded in 2005 in collaboration with faculty in School of Business/MIS department. Its mission is to create an ongoing faculty-student research program, to train students in biofeedback and to reach out to the community for stress management. Current projects:

- Breathing and biofeedback: comparing the effectiveness of breathing interventions
- Stress management methods: finding most effective ways to reduce stress (in process)
- Managing large data bases in applied psychophysiology and biofeedback (data analysis)

National Institute of Alcohol Abuse and Alcoholism Research Project (2008-2013)

Brain and Alcohol Research in College Students (BARCS); \$2.6 million (CCSU Portion approximately \$600,000) collaborative grant from the National Institute on Alcohol Abuse and Alcoholism. At CCSU, two colleagues and I employed nearly 30 undergraduate and graduate students as research assistants, preparing them for future graduate studies and careers. We have involved undergraduate and graduate students in research over the five-year life of the study

Peace Studies Related Research

Scholarly articles related to peace studies in preparation include: Ethno-cultural conflicts in the Andes; Hawaiian psychology and peace; comparison of Albert Ellis and the Dali Lama; sponsored and co-sponsored conferences, presentations, and peace studies related events at CCSU and across the Hartford Consortium.

Service to the University:

- Distinguished Service Award for CCSU (2005).
- American Association of University Professors (AAUP) Activities
 - President, Local CCSU-AAUP Chapter 1998-2002.
 - Chair, Contract and Grievance, AAUP-CCSU Chapter, 2003-2007.
 - Negotiator/ Collective Bargaining - 2001-2002 and 2005-2006.
 - Vice President of CSU-AAUP-2010.-2011

- University Committees: Selected Highlights:
 - Faculty Senate-Secretary
 - Chair, Strategic Planning Committee
 - Chair: University Planning and Budget Committee;
 - Graduate Studies Task Force
 - University Graduate Studies Committee
- Departmental Committees: Selected Highlights
 - Ad Hoc Hiring Committees
 - Budget Committee (3 terms)
 - Curriculum Committee;
 - Department Evaluation (5 terms);
 - Graduate Studies Committee (5 terms)
 - Ongoing-Ad hoc mentoring committees
 - Strategic Planning Team –ad hoc and sporadic

SCHOLARLY PUBLICATIONS

Books

- Austad, C.S. (2013) Psychology's Provocateur: Biography of Nicholas Cummings: Dog Ear Publishing.
- Austad, C.S. (2009) Counseling and Psychotherapy Today: Theory, Research, Practice. McGraw Hill Publishing.
- Austad, C. S. (1996) Is Long-Term Psychotherapy Unethical? Toward a Social Ethic in an Era of Managed Care. San Francisco, Jossey Bass.
- Austad, C. S. & Berman, W. (Eds) (1993) Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources. Washington, D.C. American Psychological Association Press.

Chapters, Entries in Books and Manuals

- Austad, C.S. Biography of Nicholas Cummings (2012). Encyclopedia of Clinical Psychology.
- Mealy, M. & Austad, C. S. (2011) Sendero Luminoso (Shining Path): Ethno cultural conflict and Narco-Terrorism in the Andes. Springer Publishing. Presented in IAIR conference in Singapore
- Austad, C.S. (2004). Managed Mental Health Care. In Corsini, R. (Ed) Encyclopedia of Psychology, John Wiley and Sons.
- Austad, C. S. (2000) Individual psychotherapy and managed care. In Kent, A. & Hersen, M. A Psychologist's Proactive Guide to Managed Mental Health Care. Lawrence Earlbaum and Associates, p. 41-64.
- Austad, C.S. & Morgan, T. (1999) Toward a Social Ethic of Mental Health Care: Long-term, Short-term, and Managed Health Care. In Barnhill, L.R. and Small, R. Ethical Issues in Managed Care. American Psychological Association Press. pp. 103-120.
- Austad, C.S. (1996) Can effective psychotherapy be conducted in managed mental health care? In Lazarus, R. Controversies in Managed Mental Health Care, American Psychiatric Association Press, pp. 41-50.

- Hoyt, M. & Austad, and C.S. (1995) Psychotherapy in a staff model HMO: Providing and assuring quality care in the future. In Brief therapy and managed care. San Francisco, Jossey Bass Publishers, pp. 270-281.
- Austad, C. S. Adjustment disorders. (1995) In Glazer, W. Aetna's Insurance Handbook of Mental Health Disorders. Psych Pro Services. On-line publication.
- Richardson, L. & Austad, C.S. (1993) The realities of mental health practice in managed care. In A Mental Health Practitioner's Guide to Managed Care. American Psychological Association Press. Washington, D.C.
- Austad, C.S. (1994) Psychotherapy effectiveness. In Corsini, R. (Ed) Encyclopedia of Psychology. John Wiley and Sons.
- Austad, C.S. (1994) Health Care Reform, Managed mental health care, and short-term psychotherapy. In Innovations in Clinical Psychology. Professional Resource Press. Sarasota, Florida, pp. 241-256.
- Austad, C.S. (1992) Psychotherapists in Independent Practice and in Managed Care Settings: A Comparison. In Weitz, R.D. (Ed) Psychotherapy in Independent Practice: Current Issues for Clinicians. New York: Haworth Press
- Richardson, L. & Austad, C.S. (1992) in D'Allessandra, A. Managed Behavioral Health Care: Provider Training and Development Manual. American Board of Certified Managed Care Providers.

Journal Publications

- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. M., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015). A preliminary prospective study of an Escalation in 'Maximum Daily Drinks', Fronto-Parietal Circuitry and Impulsivity-Related Domains in Young Adult Drinkers. Neuropsychopharmacology, 41(6), 1637-1647. doi: 10.1038/npp.2015.332
- Zanmroziewicz, M. Raskin, S. Tennen, H. Austad, C.S., Wood, R.M., Fallahi, C.R., Dager, A.D., Sawyer, B., Leen, S. Pearson, G. (2016) Effects of drinking patterns on prospective memory performance in college students. Neuropsychology, November 14.
- Armelli, S., Dranoff, E. Tennen, H. Austad, C.S., Fallahi, C.R., Raskin, S., Wood, R. & Pearson, G. (2014) A longitudinal study of the effects of coping motives, negative affect, and drinking level on drinking problems among college students. Anxiety, Stress, and Coping, 27, 527-541.
- Dager AD, Jamadar S, Stevens MC, Rosen R, Jiantonio-Kelly RE, Sisante JF, Raskin SA, Tennen H, Austad CS, Wood RM, Fallahi CR, Pearson GD. fMRI response during figural memory task performance in college drinkers. Psychopharmacology (Berl). 2014 Jan; 231(1):167-79.
- Holt, S. A. & Austad, C.S. (2013) a comparison of rational emotive therapy and Tibetan Buddhism: Albert Ellis and the Dalai Lama. International Journal of behavioral consultation and therapy. Volume 7, (4), pp. 8-11
- Ahmadi A, Pearson GD, Meda SA, Dager A, Potenza MN, Rosen R, Austad CS, Raskin SA, Fallahi CR, Tennen H, Wood RM, Stevens MC. Influence of alcohol use on neural response to Go/No-Go task in college drinkers. Neuropsychopharmacology. 2013 Oct; 38(11):2197-208.

- Holt LJ, Armeli S, Tennen H, Austad CS, Raskin SA, Fallahi CR, Wood R, Rosen RI, Ginley MK, Pearlson GD. A person-centered approach to understanding negative reinforcement drinking among first year college students. Addictive Behavior, 2013 Dec; 38(12):2937-44.
- Dager, A., Anderson, B. M., Stevens, M. C., Pulido, C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Raskin, S.A. Tennen, H. Wood, R. M., Fallahi, C. R., & Pearlson, G. D. (2013). Influence of family history of alcoholism on neural response to alcohol cues in college drinkers. Alcoholism: Clinical and Experimental Research. Jan; 37 Suppl 1:E161-71.
- Dager, A., Anderson, B. M. Rosen, R., Khadka, S., Sawyer, B. Jiantonio-Kelly, R. E., Austad, C. S., Raskin, S.A., Tennen, H., Wood, R. M., Fallahi, C. R., & Pearlson, G. D. (2013). Functional magnetic resonance imaging (MRI) response to alcohol pictures predicts subsequent transition to heavy drinking in college students. Addiction, 109, 585-596.
- Morrison, M.L., Austad, C.S. & Cote, K. (2010) Help Increase the Peace: A Youth Focused Program in Peace Education. Journal of Peace Education. (8), 2, 177-191
- Fallahi, C. R., Austad, C. S., Fallon, M., & Leishman, L. (2009). Perceptions of the recent Virginia Tech tragedy. Journal of School Violence 8(2): 120-135.
- Fallahi, C.R., Austad, C.S.A., Leishman, L. Gendron, M., & Wood, R. (2009) Gender differences in prisoner abuse. Sex Roles. 60:261-268.
- Fallahi, C. R., Wood, R. M., Austad, C. S., & Fallahi, H. (2006). A program for improving undergraduate psychology students' basic writing skills. Teaching of Psychology, 33(3), 171-175.
- Austad, C.S., Hunter, R. & Morgan, T. (1998) Ethics and managed care. Journal of Clinical Psychology: Science and Practice, Vol. 5(1) Spring, 1998, pp. 67-76.
- Hunter, R. & Austad, C.S. (1997) Mental health care benefits and the perceptions of health insurance agents and clinical psychologists. Professional Psychology, Research and Practice, Vol. 28, (4), pp. 365-367.
- Austad, C.S., Sherman, W.O. & Holstein, L. (1993) Psychotherapists in the HMO. HMO Practice, Vol. 7, 3, 122-126.
- Austad, C.S. (1992) Discussant for The Forum: Case Vignette: The Vicissitudes of Managed care. Ethics and Behavior, 2, (3) 215-226.
- Austad, C.S., Sherman, W.O., Morgan, T. & Holstein, L. (1992) The Psychotherapist and the Managed Care Setting. Professional Psychology, Research and Practice. Vol. 23 (44), 329-332.
- Austad, C.S., (1992) The wisdom group. Psychological Reports, 70, p. 352-358.
- Austad, C.S., Cummings, N., Hoyt, M. Karon, B., & Wright, R. (1992) Managed Health Care: The Pros and Cons. Psychotherapy in Private Practice
- Austad, C., Abrahamson, D., Kisch, J. Nahmias, V. Sherman, C. (1992) Managed health care and mental health. Psychotherapy in Private Practice
- Hoyt, M. & Austad, C.S. (1992) Psychotherapy in staff model health maintenance organization: Providing and assuring quality care in the future. Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, pp. 109-118.

- Austad, C.S. & Hoyt, M. (1992) Managed Health care and the future of Psychotherapy. Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, (January 1992), pp. 119-129
- Austad, C.S., Morgan, T., Holstein, L. (1992) Techniques in independent practice and managed health care settings: Interviews with 43 HMO psychotherapists. Psychotherapy in Private Practice, Vol. 10, pp. 17-24
- Austad, C.S. (1992) The season's of a therapist's life: Commentary on critical transitions in independent practice. Psychotherapy in Private Practice, Vol. 11 (3), pp. 43-47.
- Austad, C.S., Henault, K. Steefel, N. & DeStefano, L. (1992) Psychotherapists in Independent practice and managed health care settings: A Comparison. Overview and Introduction. Psychotherapy in Private Practice, pp. 1-7.
- Richardson, L. & Austad, C. (1991) The realities of mental health practice in managed care settings. Professional Psychology: Research and Practice, Vol. 22 (1), pp. 52-59.
- Austad, C.S., & Henault, K. (1989) Group psychotherapy with elderly women at Community Health Care Plan. HMO Practice, March, pp. 70-71.
- Berman, W. & Austad, C. (1989) Psychology heavyweights argue over managed care. The Ohio Psychologist, Spring.
- Kisch, J. & Austad, C.S. (1988) The Health Maintenance organization -I. Historical Perspective and Current status. Psychotherapy, 25, (3), 441-447.
- Austad, C.S., DeStefano, L. Kisch, J. (1988) The Health Maintenance Organization-II. Implications for Psychotherapy. Psychotherapy, 25, (3), pp. 449-454.
- Austad, C. S. & Aronson, H.A. 1987, The salience of sex role instructions to mental health professionals. Sex Roles, 16, (7/8), p. 323-333.
- Austad, C.S. & Shapiro, R (1986) The post discharge contact. Hospital & Community Psychiatry, 37, 839-40.
- Rimm, D. C., Austad, C.S., Weeks, R. Lefebvre, C. & Jacobs, J. (1985) Effects of Alcohol expectancies in heterosexual behavior. Addictive Behavior.
- Farina, A. Burns, G.L., Austad, C.S., Fischer, E. (1986) The role of physical attractiveness in the readjustment of discharged psychiatric patients. Journal of Abnormal Psychology, 95, 2, 139-143.
- Austad, C.S., Sininger, R., Daugherty, J., Geary, D. & Stange, J. (1984) Studies of imitative learning and vicarious reinforcement. Psychological Reports, 55, p. 279
- Austad, C.S. (1983) Sex role stereotypes: The effects of instructional salience on clinical judgments of mental health professionals. Dissertation Abstract International, Vol. 43(7-B), Jan, pp. 23-24.
- Stricklin, A. & Austad, C. S. (1982) Perceptions of neglected children and negligent parents about causes for removal from parental homes. Psychological Reports, 51, 3, pp. 1103-1108.
- Austad, C.S., Sininger, R.A., & Stricklin, A. (1979) Successful treatment of a case of elective mutism. Behavior Therapist, 3 (1), p. 18

INVITED ADDRESSES AND WORKSHOPS

- Austad, C.S. & Nanjundiah, S. (2003) Academic Freedom and the Patriot Act. Quinnipiac College School of Law. Conference on Civil Liberties
- Austad, C. S. (2002, 2001, 2000) Tenure and the Promotion Process. Workshops on tenure and promotion presented to the faculty of Central Connecticut State University
- Austad, C.S. (February, 1998) Managed Care Workshop: Psychotherapy in an Era of Managed Care. New Mexico.
- Austad, C.S. (2/5/95) Ethical Issues: Managed Care and Psychotherapy. Michigan State University School of Social Work Conference.
- Austad, C.S. (1/19/94) Therapists in Managed Care: Struggles and Opportunities. Kaiser Permanente, Hartford, CT.
- Austad, C.S. (1/10/94) Promoting the Principles of Managed care: Provider Education and Training. Group Health Association of America. Miami, Florida
- Austad, C.S. (1/11/94) Fostering a Sound Multi-Disciplinary Approach: Defining and Integrating a Behavioral Health Provider Team. Group health Association of America. Miami, Florida.
- Austad, C. S. In Symposium of Schneider, L. (1993) "Managed Care and the future of psychotherapy". American Psychological Association, Toronto, Canada

PRESENTATIONS

- Wood, R.M., Plucinik, J. Austad, C.S. (2017) accepted for presentation in the international infant cry workshop and Castel Noama-Roverreto, Italy. July, 2017.,
- Dager, A. D., Meda, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., & Pearson, G. (2016, June). Resting state fMRI responses in emerging adults: Association with long-term and heavy marijuana and alcohol use. Poster presented at the 78th Annual Meeting for the college on Problems with Drug Dependence (CPDD), Palm Springs, CA.
- Hoyser, C.E., Austad, C.S, Swarr, R.S. (2015) Concurrences in postcolonial research -- perspectives, methodologies, engagements. Hidden Narratives of the Hawaiian Missionary Legacy. Linnaeus University, Kalmar, Sweden, 20-23 August.
- Austad, C. (2015) Hawai'i in Psychology. Linnaeus University, Kalmar, Sweden, 20-23 August.
- Austad, C. S. Gendron, M.S. The business of behavioral health. Academy of Business Research. March 23-25, 2016. New Orleans Louisiana presented in New Orleans and published in Conference Proceedings available on website and Amazon.com.
- Gendron, M.S. & Austad, C. S. Student stressors: do business students and liberal arts students share the same stressors? Academy of business research. March 23-25, 2016. New Orleans Louisiana presented in New Orleans and published in conference proceedings available on website and Amazon.com.
- Austad, C.S. Gendron, M. (2015) Biofeedback: Using the power of the mind-body connection in psychotherapies of the future. Paper presented at American Psychological Association. Toronto, Canada.

- Austad, C.S. & Hoetger, C. Co-chairs of Symposium: The Evolution of Psychotherapy-Can biofeedback advance the practice of psychotherapy? With Lehrer, P., Moss, D., Thompson, L. Steffen, P. Symposium presented at American Psychological Association. Toronto, Canada.
- Gendron, M. & Austad, C.S. & Hoetger, C. (2015) Biofeedback, Business, Marketing, and Health Care. Presented at AAPB Annual Meeting, Austin, Texas.
- Austad, C.S. , Gendron, M., Geiling, S. Hoetger, C. Pagiarello, D., Green, A. & Shaker, A. (2013) Using biofeedback to interest students in contemplative practice. International Boston, Mass.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearson, G. D. (2015, June). NMDA receptor blockade by Memantine has differential effects by alcoholism family history on response to an fMRI alcohol cue reactivity task. Poster presented at the 38th Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearson, G. D. (2015, June). Longitudinal declines in fMRI response during figural learning associated with blackouts in college students. Oral Presentation at the 38th Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. W., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015, June). *Prospective binge-drinking escalation is associated with fronto-parietal inhibitory control and reward/punishment sensitive impulsivity/compulsivity*. Poster presentation at the 38th Annual Research Society on Alcoholism, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearson, G. D. (2015, June). NMDA receptor blockade by Memantine has differential effects by alcoholism family history on response to an fMRI alcohol cue reactivity task. Poster presented at the 38th Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Azlandazeh, F. H., Raskin, S., Austad, C. S., Wood, R. M., Fallahi, C., Tennen, H., Krystal, J. H., & Pearson, G. D. (2015, June). Longitudinal declines in fMRI response during figural learning associated with blackouts in college students. Oral Presentation at the 38th Annual Research Society on Alcoholism Scientific Meeting, San Antonio, TX.
- Dager, A. D., Meda, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., & Pearson, G. (2016, June). Resting state fMRI responses in emerging adults: Association with long-term and heavy marijuana and alcohol use. Poster presented at the 78th Annual Meeting for the college on Problems with Drug Dependence (CPDD), Palm Springs, CA.
- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. M., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015). A preliminary prospective study of an Escalation in 'Maximum Daily Drinks', Fronto-Parietal Circuitry and Impulsivity-Related Domains in Young Adult Drinkers. *Neuropsychopharmacology*, 41(6). 1637-1647. doi: 10.1038/npp.2015.332

- Worhunsky, P. D., Dager, A. D., Meda, S. A., Khadka, S., Stevens, M. C., Austad, C. S., Raskin, S. A., Tennen, H., Wood, R. W., Fallahi, C. R., Potenza, M. N., & Pearson, G. D. (2015, June). *Prospective binge-drinking escalation is associated with fronto-parietal inhibitory control and reward/punishment sensitive impulsivity/compulsivity*. Poster presentation at the 38th Annual Research Society on Alcoholism, San Antonio, TX.
- Dager, A. D., Jamadar, S., Stevens, M. C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Wood, R. M., Fallahi, C. R., & Pearson, G. D. (2012, May). fMRI response during visual learning and memory in college drinkers. Paper session presented at the 67th Annual Scientific Meeting of the Society of Biological Psychiatry, Philadelphia, PA.
- Anderson, B. M., Stevens, M. C., Ginley, M., Raskin, S., Tennen, H., Austad, C., Fallahi, C. R., Wood, R., & Pearson, G. D. (2011, February). The effects of family history and alcohol use on alcohol cue reactivity: An fMRI study. Paper presentation at the annual International Neuropsychological Society conference, Boston, M. A.
- Foster, K., Raskin, S., Anderson, B., Ginley, M., Austad, C., Fallahi, C., Wood, R., Tennen, H., & Pearson, G. (2011, June). Altered default mode network connectivity is correlated with impulsivity and binge drinking in college students. Poster presented at the 34th Annual Research Society on Alcoholism, Atlanta, Georgia.
- Holt, L. J., Armeli, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., Rosen, R., & Pearson, G. (2011). Do life events and perceived social support moderate the risk of problem drinking among young adults with symptoms of depression and anxiety?
- Jiantonio, R., Rosen, R., Armeli, S., Tennen, H., Raskin, S., Austad, C., Wood, R., Fallahi, C., Ginley, M., & Pearson, G. (2011, June). Using a four factor model to determine interactions between family history of alcoholism, sex, and motives for drinking in a freshman college sample. Poster presented at the 34th Annual Research Society on Alcoholism, Atlanta, Georgia.
- Petgrave, D. K., Tyrrell, C., Fallahi, C. R., Wood, R. M., Austad, C. S., Raskin, S. A., Tennen, H., Pearson, G., & Rosen, R. (2011, May). Personality traits and motivational systems of college students with alcohol use disorders. Poster presentation at the APS annual convention, Washington, D. C.
- Sisante, J., Narayanan, B., Armeli, S., Rosen, R., Jiantonio, R., Meda, S., Ginley, M., Tennen, H., Austad, C., Fallahi, C. R., Wood, R., Raskin, S., & Pearson, G. (2011, June). Effects of negative life events and self-reported impulsivity on alcohol use in college freshman. Poster presented at the 34th Annual Research Society on Alcoholism, Atlanta, Georgia.
- Austad, C.S. & Gendron, M. Business, Psychology, and Biofeedback: Interdisciplinary Collaboration at the University (2011. March) Presented at the AAPB Conference
- Ginley, M., Austad, C., Tennen, H., Raskin, S.A., Glahn, D.C., & Pearson, G.D. (2010). Alcohol misuse in college freshman: effects of impulsivity and family history. Research Society on Alcoholism, San Antonio, TX.
- DeCuir, D, Raskin, S., Ginley, M., Austad, C., Tennen, H., Glahn, D., & Pearson, G.D. (2010). Effect of binge drinking in college students on cognitive functions. International Neuropsychological Society, Krakow, Poland.
- Ginley, M., Austad, C., Tennen, H., Raskin, S., & Pearson, G.D. (2010). Characteristics of College Freshman who Abstain from Alcohol Consumption. Society of Biological Psychiatry, New Orleans, LA.

- DeCuir, D., Ginley, M., Raskin, S., Tennen, H., Austad, C., Fallahi, C., Wood, R., Glahn, D., & Pearlson, G. (2011). Effects of drinking patterns on cognitive functions in college students. International Neuropsychological Society, Boston, MA.
- Glahn, D., Ginley, M., Austad, C., Tennen, H., Raskin, S., & Pearlson, G. (2011). Risk-taking measures sensitive to family history of alcoholism. International Neuropsychological Society, Boston, MA.
- Rosen, R., Jiantonio, R., Meda, S., Ginley, M., Novak, L., Raskin, S., Austad, C., Tennen, H., Pearlson, G. (2011). Collegiate academic performance in relation to alcohol consumption and high school test scores. International Neuropsychological Society, Boston, MA.
- Sisante, J., Meda, S., Rosen, R., Jiantonio, R., Ginley, M., Tennen, H., Austad, C., Raskin, S., Pearlson, G. (2011). Alcohol use in college freshman: differences in self-reported sensation-seeking, trait impulsivity, and motivation, but not in behavioral delay discounting or risk-taking tasks. International Neuropsychological Society, Boston, MA.
- Austad, C.S., Mealy, M., Fallahi, C., Wood, R. (2009) Positive perceptions of first time attendees at alcoholic anonymous meeting, Poster session. American Psychological Society, San Francisco, May 22, 2009, San Francisco
- Austad, C.S., Gendron, M., Davis, W., King, G., Megan, C. (2010) Breathing Interventions Decrease Anxiety and Depression Scores in Healthy Young Adults.
- Austad, C.S., Gendron, M., Brown, C. (2009) Breathing Biofeedback Technique Reduces anxiety, depression, and hyperventilation. American Psychological Society, San Francisco, May 23, 2009, San Francisco
- Mealy, M. & Austad, C.S. and (2009) Authoritarian mothering among black and white Americans. American Psychological Society, San Francisco, May 23, 2009, San Francisco
- Fallahi, C. & Austad, C.S. Student and faculty perception of the Virginia Tech Tragedy American Psychological Society, Chicago
- Mealy, M., Austad, C.S. with (2008) and mother reverence. American Psychological Society, Chicago, May 23, 2009, San Francisco
- Austad, C.S. Metaxas, V. (2007) Teaching courses in Hawai'i. Seventh Annual Hawaii International Conference on Arts and Humanities January 10th
- Fallahi, C. R., Austad, C. S., & Leishman, L. (2007, May). Prisoner abuse and the effects of gender on the perceptions of participants. Poster presented at the 19th Annual Convention of the Association for Psychological Science, Washington, and D. C.
- Wood, R. M., Holt, S. A., Yannetta, K., Fallahi, C. R., Austad, C. S., & Fosse, L. (2007, March). Differences among Latino/Latina, Jamaican, and Caucasian listeners' responses to infants' cries. Presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Wood, R. M., Fallahi, C. R., Holt, S. A., Austad, C. S., Prelli, F. A., & Fosse, L. (2007, May). Adolescent and adult parents' responses to infant crying. To be presented at the 19th Annual Association for Psychological Science Convention, Washington, D. C.
- Wood, R. M., Holt, S. A., Yannetta, K., Fallahi, C. R., Austad, C. S., & Prelli, F. (2006, May). Cultural differences in adults' responses to infants' cries. Presented at the 18th Annual Association for Psychological Science Convention, New York, NY.

- Austad, C.S. Gendron, M. Fallahi, C. Wood, R., (2006) Measuring Physiological Arousal in the Changing Emotional States: The Role of Memory and Facial Feedback in Inducing and Dissolving Anger. Poster Presentation at American Association of Psychophysiology and Biofeedback. Portland, Oregon. Abstracts of Papers Presented at the 37th Annual Meeting of the Association for Applied Psychophysiology and Biofeedback
- Gendron, M. & Austad, C.S. (2006) Managing large data bases. Paper presentation at American Association of Psychophysiology and Biofeedback. Portland, Oregon, April. Abstracts of Papers Presented at the 37th Annual Meeting of the Association for Applied Psychophysiology and Biofeedback.
- Austad, C.S. (2005, April) Teaching students in Hawaii. Panel Presentation at Women's Studies Program. Southern Connecticut State University.
- Austad, C.S., Fallahi, C. & Perdue, L. (2003) Outer and Inner Peace: A Comparison of Western Psychotherapy, Tibetan Buddhism, and Islam. Diversity Conference, East-West Center, Honolulu, Hawaii.
- Austad, C. S. (2002, 2001, 2000) Workshops on Promotion, Tenure, and Academic Freedom. Central Connecticut State University
- Austad, C. S. Pediatric Psychology and Managed Mental Health Care (8/98) American Psychological Association Annual Convention, Boston.
- Hunter, R.A. & Austad, C. (1996, October) A Live Meeting of Alcoholics Anonymous and Discussion at the Connecticut Psychological Association, Danbury, CT.
- Austad, C.S. (May, 1996) Is managed psychotherapy care effective? American Psychiatric Association, New York. In Symposium "Controversies in Managed Care" with Ronald Geraty, David S. Brody, Robert Schreter, Steve Sharfstein, Arthur Lazarus.
- Austad, C. (August, 1996) Gender issues in managed care. American Psychological Association. Chicago.
- Austad, C. (August, 1995) American Psychological Association. New York. Graduate Study in Psychology: Is training for managed care needed?
- Austad, C. (October, 1994) A Live Meeting of Alcoholics Anonymous and Discussion at the Connecticut Psychological Association, Waterbury, CT.
- Austad, C. S. (August, 1994) "Is Long-Term Therapy Ethical?" in Symposium "Ethical Issues in Managed Care" American Psychological Association, Los Angeles, California.
- Sorrentino, H. Capeanno, R., & Austad, C.S. (August, 1994) How Does Working in the HMO Affect Psychologists Practice Styles? American Psychological Association, Los Angeles, California.
- Victor, T. & Austad, C.S. (August, 1993) Practice differences between psychologists and psychiatrists. Division 42 Hospitality Suite. American Psychological Association, Los Angeles, California.
- Hunter, R. & Austad, C. S. (April, 1993) Insurance Agents and psychologists' impressions of mental Health Benefits", Connecticut Psychological Association, Waterbury, Division Accepted for October convention
- Austad, C. S. (Chairperson of Symposium) Kisch, J. Phillips, L. Dorken, H. (August, 1993) The Attrition phenomena and psychotherapy. American Psychological Association, Toronto, Canada, August.

- Austad, C. Ford, C. & Steefel, N. (May, 1993) A Live Meeting of Alcoholics Anonymous and Discussion, American Psychological Association, Toronto
- Steefel, N. & Austad, C.S. (August, 1993) A Live Meeting of ALANON at APA and Discussion, American Psychological Association, Toronto
- Austad, C.S. (December, 1993) Chairperson of Women's Leadership Convention. Midwinter Meeting. San Diego, California
- Austad, C.S. (1992) Relaxation and Guided Imagery: Exercises for harried women. Women's Leadership Convention. Midwinter Meeting. Florida
- Austad, C. (April, 1992) Short-term therapy: Problem or solution? Connecticut Psychological Association.
- Austad, C. & Steefel, N. APA Meets AA. (August, 1992) American Psychological Association, Washington, D.C.
- Austad, C. & Steefel, N. APA Meets ALANON (August, 1992) American Psychological Association, Washington, D.C.
- Kisch, J. & Austad, C. (August, 1992) Practice Directorate Mini-Convention. American Psychological Association, Washington, D.C.
- Austad, C.S. (1991) (with Norcross, Cummings, & Hoyt, M.) Future models of psychotherapy. American Psychological Association, Division of Psychotherapy (29) Convention in Texas
- Austad, C. (1991). Graduate education for HMOs. American Psychological Association Convention. San Francisco. August
- Austad, C. (1991). Emerging Models of Psychotherapy from Managed Mental Health. American Psychological Association, San Francisco. August
- Austad, C.S. (1990) Chairperson of Symposium: Cummings, N. Hoyt, M. Karon, B. & Wright, R. Managed Health Care: The Pros and Cons: Part II. American Psychological Association, Boston
- Austad, C. (1990) Chairperson of Symposium: Austad, C., Kisch, J. Nahmias, V. Berkman, A., Sherman, C. Managed health care and mental health. American Psychological Association, Boston,
- Bavone, J., Steefel, N., Austad, C. (1990) Psychotherapists in Managed Health Care and Private Practice: A Comparison. American Psychological Association, Boston
- Austad, C. S. Issues in Transitions in Private Practice. (1992) Discussant in Symposium Critical Transitions in Private Practice. American psychological Association Convention
- Austad, C.S. (1989) Chairperson of Symposium: Cummings, N. Hoyt, M. Karon, B. & Wright, R. Managed Health Care: Effects on the Practice and Evolution of Psychotherapy American Psychological Association, New Orleans, Louisiana.
- Austad, C.S. (1989) Chairperson of Symposium: Henault, K. Steefel, N. & DeStefano, L.: A Comparison: Psychotherapists in Independent Practice and Managed Health Care Settings, American Psychological Association, New Orleans
- Morgan, T. & Austad, C.S. (1989) Predicting longevity and stability of placement for developmentally disabled clients. American Psychological Association, New Orleans.

- DeStefano, L., Shallcross, H.J., Carr-Kaffashan, L. & Austad, C.S. (1989) Symposium: The Impact of Managed Care Systems on Hospital Practice. American Psychological Association, New Orleans, August
- Austad, C. (1989) Graduate education and performing psychotherapy in managed mental health care. Invited to speak in Symposium Connecticut Psychological Association. Farmington, Ct.
- Morgan, T. & Austad, C.S. (1988) Client Environment Assessment. American Psychological Association, Atlanta, Georgia.
- Austad, C.S., (1987) Treatment of Geriatric Patients in Health Maintenance Organization. American Psychological Association, New York City.
- Austad, C. S. & Aronson, H.A. (1983) Sex role stereotypes and mental health professional judgment. American Psychological Association, Los Angeles.
- Stricklin, A. & Austad, C. S. (1979) Human figure drawings and I.Q. scores in neglected children, Tampa, Florida. Society for Personality Assessment
- Critelli, J. & Austad, C. S. (1979) The use and abuse of metaphor in social learning theory. New York, American Psychological Association.

CURRENT PROFESSIONAL ORGANIZATIONS

- Member of the American Psychological Association (APA)
- Member of Division of Peace Psychology in APA
- Member of American Psychological Society
- Association of Applied Psychophysiology and Biofeedback
- Northeast Region Biofeedback Society-Member at-large- of Board

AWARDS/APPOINTMENTS

- A Voice for Faculty Award for Outstanding Service and Dedication to the Connecticut State University American Association of University Professors (May, 2011)
- Distinguished Service Award. Central Connecticut State University (2005)
- Distinguished Contribution to the Science of Psychology. Connecticut Psychological Association. October 4, 1996.
- Elected Science Directorate Coordinator of Connecticut Psychological Association (Term 1990-1993)
- Co-Chair of Steering Committee (with William Berman) to form Division of Psychologists in Managed Mental Health Care in the American Psychological Association (1991-1995)
- Appointed to Advisory Board of Center for Study of Excellence at Connecticut State University (1990-1992)
- Appointed to American Psychological Association Marketing Technical Group (1992)

EDITORIAL BOARDS AND REVIEWER ACTIVITY

- Reviewer for article "High Intensity drinking by underage young adults in the United States." in journal Addiction. February 2016.
- Member of Editorial Board of HMO Practice (1986-1990)
- Austad, C.S. Associate Editor (2000). Encyclopedia of Psychology. John Wiley and Sons.
- Reviewer for Sex Roles (1992-93)
- Reviewed draft for American Psychological Association's standards for Managed Health Care (1991)

Newsletter Articles/Columns/Letter to Editor

- Austad, C.S. (1993) Managed care: a Minority Opinion, The Connecticut Psychologist, Vol. 24
- Austad, C.S. (1992) A report from the Science Directorate. The Connecticut Psychologist, Vol. 23
- Austad, C.S. (1991) A report from the Science Directorate. The Connecticut Psychologist, Vol. 22
- Austad, C.S. (1990) A report from the Science Directorate. The Connecticut Psychologist, Vol 21
- Austad, C.S. (1992) Commitment Proceedings. The Connecticut Psychologist, Vol. 23
- Austad, C.S. 1989, "HMO Ideals" Psychological Monitor, Vol. 19, (6), p. 2
- Austad, C. S. (1991) HMO Practice, The HMO Psychotherapist.

WORKSHOPS

- Conducted training sessions for Health Insurance plan of New York on "Psychotherapy in a Staff Model HMO Setting: Maximizing Use of Time and Resources" (June 9, 1993)
- Conducted training session "How to Survive in the World of Managed Care" for New York State Association of Family Service Agencies fall membership meeting (October 1, 1992).
- Greenwich Family Center. Conducted a series of training session in short term psychotherapy for the family therapy centers in Fairfield, Connecticut area (September 1991-May, 1991)

COMMUNITY SERVICE

- Member of Board of Directors of Pax Educare (2007-2012)
- Member of Board of Community Mental Health Affiliates (1998-2000).
- Conducted teach-ins, sponsored panel discussions in area of Peace Studies
- Habitat for Humanity volunteer on a humanitarian build in Kona Hawaii, January, 2014.
- The *Interdisciplinary Biofeedback and Psychophysiology Center* sponsored 11 Community Outreach Stress Management Biofeedback Educational Workshops: New Britain Public Library (3/16/09); Spin Cycle 4 (3/12/09; 4/25/09; 4/30/09; 5/9/09; CCSU- Marcus White Living Room (5/4/09; 5/5/09; 5/11/09; 5/14/09); FYE- Presentation CCSU Class; Newington Senior & Disabled Center (6/18/09); Booth and presentation at Small Business Administration (6/09; 6/10)

Professional development

- Oxford University-Evidence Based Medicine Training
- Attendance at Master Therapists Workshops
- Certification by Biofeedback Certification international alliance (2008)
- Fellow status in biofeedback by Biofeedback Certification International Alliance (2016)

Travel / Exposure to Cultural Experiences/Volunteerism

- Hawai'i-teach travel course Hawaiian psychology (wintersession-2007, 2005, 2004 in winter session) Travel to the Hawaiian Nation-research/study of indigenous Hawaiian psychology and peaceful cultures.
- Travel to Africa Kenya-safari and travel to Masai Mara; Botswana, Egypt, South Africa, Spain, France, England, Italy, Borneo, Tahiti, Australia; Japan-Nagasaki and Hiroshima
- Habitat for Humanity volunteer on a humanitarian build in Kona, Big Island, Hawaii, January, 2014.

Selected Recent Grants

- Hartford Consortium for Higher Education; With Catherine Hoyser: Missionary legacies: the Connecticut Hawaii connection, sovereignty and the global impact: learning from the past about the present.
- AAUP faculty grant 2012-2014. With Pablo Iannone. The dynamics of a cooperative inquiry innovative through cross pollination between the humanities, arts, professions, sciences, and technologies.
- Completed Grants-R01
- *National Institute of Alcohol Abuse and Alcoholism Research Project (2008-2013); Brain and Alcohol Research in College Students (BARCS); 2.6 million dollar (CCSU Portion approximately \$600,000) collaborative grant from the National Institute on Alcohol Abuse and Alcoholism. Completed.*

Projects/Manuscripts Currently Under Review or in Progress

Austad, C. S. *Hawaiian Nation, Peace Psychology and The Philosophy of Aloha.*

Austad, C. S. and Michael S Gendron; *Biofeedback and Breath Training.*

Austad, C. S. and Michael S Gendron; *Biofeedback and Heart Rate Variability Training: Effects of Varying Numbers Of Sessions.*

Referee's Credentials

As requested, the names of the referees for the CSU professor are listed below. All have agreed to endorse me for this honor. Please feel free to call upon any of these individuals. Most have already provided a written letter of endorsement to the committee, which for the convenience of the committee are provided at the end of the document. These individuals are:

External Referees

Nicholas A. Cummings, Ph.D.
 Godfrey Pearlson, M.D.
 David Walsh, Ph.D.
 Phillip A. (Tony) Hughes, Ph.D., M.F.C.C.
 Anita Ellis, M.A.
 Catherine Hoyser, Ph.D.
 Mary Lee Morrison, Ph.D.
 Louis DeStefano, Ph.D.
 Wendy Joondeph, Ph.D.

Internal Referees

Susan Pease, Ph.D.
 Richard L. Judd, Ed.D.
 David Blitz, Ph.D.
 Laura Bowman, Ph.D.
 Carolyn Fallahi, Ph.D.
 Michael Gendron, Ph.D.
 Jason Sikorski, Ph.D.
 Michael Terezakis, Ed.D.

Past Student Reference

Cosima Hoetger, Student (graduated)

Description of Referees' Credentials

The CSU Professor advisory committee has received recommendation letters from the following referees whose credentials are described below.

External Referees

Nicholas A. Cummings, Ph.D. is an internationally renowned American psychologist, prolific author, and scholar, and Distinguished Professor at the University of Arizona and the University of Nevada at Reno. A former president of the American Psychological Association, as well as President of its Division 12 (Clinical Psychology) and Division 29 (Psychotherapy), he formed a number of national organizations in response to health care trends. He was also Chief of Mental Health for the Kaiser Permanente health maintenance organization, principal investigator on the Hawaii Medicaid Study, and founder of American Biodyne, the first carve-out managed mental health company ever created. He co-founded the Nicholas & Dorothy Cummings Foundation, Inc., dedicated to ensuring that primary healthcare includes doctoral-level psychotherapy.

Godfrey Pearlson, M.D. is Founding Director at Olin Neuropsychiatry Research Center. He completed medical school in the United Kingdom and a graduate program in philosophy of mind/philosophy of science at Columbia University. He was subsequently at Johns Hopkins Hospital as a resident, postdoctoral fellow, and ultimately Professor in the Department of psychiatry. He is on NARSAD's Scientific Council, on the Institute of Scientific Information's Most Highly Cited Publications list. Dr. Pearlson's letter of support was written in 2012 after the end of our work on the BARCS grant. He has given his approval to resubmit his letter of recommendation.

David Walsh, Ph.D. is Professor Emeritus of Comparative Politics and International Relations. His works include *America in the 21st Century: Challenges and Opportunities in Domestic Policy*. His long career at Southern Connecticut State University included the CSU AAUP

presidency. He is from Southern Connecticut State University where he served as Chair of the Political Science Department. In his terms as CSU AAUP president, he was a tireless advocate for the professoriate for the members of the CSU system.

Phillip A. (Tony) Hughes, Ph.D., M.F.C.C. is the Training Director of the Professional Biofeedback Certificate Program, at Stens Corporation, is in private practice in Berkeley, CA. Nationally known as a professional trainer in applied psychophysiology and biofeedback, he is widely regarded as one of the best teachers in the field. He is a clinical psychologist, licensed Marriage and Family Therapist, a certified Biofeedback Therapist, and a BCIA Senior Fellow.

Anita Ellis, M.A. served as the Regional Director of the Department of Mental Health of the New Haven Region (including Connecticut Valley Hospital, Whiting Forensic, and Community Mental Health Care) for over ten years. She was also the superintendent (Administrator) of two substance abuse hospitals, - Blue Hills and Boneski. Anita has an MA in political science and an MPA in administration, a nursing home administrator's license, and a secondary education certification. Currently retired, she continues in her 12th year of teaching at Gateway Community College.

Catherine Hoyser, Ph.D. is the Director of Women's Studies and a Professor of English is at the University of St. Joseph. She received her PhD from Indiana University and an M.A. and a B.A. from Miami University. While her primary scholarly interest are British literature and post-colonialism, she is an expert in the area of literary and feminist theories. Her areas of teaching and research relate to female empowerment and she has experience as a cross-cultural training consultant. Her anthology of women who have overcome great obstacles to lead productive lives has provided affirmation and inspirational to many women who struggle with the issues relevant to our students. She has received a number of awards for her work.

Mary Lee Morrison, Ph.D. Is the founding director and president of Pax Educare, the Connecticut Center for Peace Education. She serves on the board of the National Peace Academy (NPA), participating actively in the annual peacebuilding and peace learning intensives and institutes sponsored by NPA. She is the co-author of Peace Education, 3rd revised edition and of Elise Boulding: A Life in the Cause of Peace and numerous journal articles and book chapters. She has taught at St. Joseph College, The University of Hartford, The University of Connecticut and Central Connecticut State University.

Louis DeStefano, Ph.D., received his Ph.D. in clinical psychology from the University of Miami, Florida in 1981. He is currently the Director of Clinical Services, Outpatient Behavioral Health for Catholic Charities, overseeing the New Haven, Ansonia and Milford sites. Dr. DeStefano has provided clinical services to children, adolescents, and adults with mental illness and substance abuse disorders in both inpatient and outpatient settings. For the last 25 years he has held director-level positions in community behavioral health organizations that include federally qualified health centers, a local mental health authority, a child guidance clinic, and a correctional center.

Wendy Joondeph, Ph.D., J.D. has a Ph.D. in clinical psychology a law degree (J.D.) She is a licensed clinical psychologist in the state of New York, with over 40 years of experience performing psychotherapy in many venues. She is experienced working in an inpatient psychiatric facility, as well as counseling substance abusers and providing consultation to both

students and staff in the public school system in Westchester County, NY. She is an experienced network provider, working with multiple insurance companies and a plethora of clinical patients.

Internal Referees

Susan Pease, Ph.D. Dr. Pease came to CCSU in 1989 as an associate professor in the Department of Sociology, Social Work, and Criminal Justice. She became chair of that department in 1993, and chair of Criminology and Criminal Justice when it became its own department in 1998. As chair, she oversaw development of the University's B.A. in Criminology and M.S. in Criminal Justice. Dr. Pease has recently served as interim president of CCSU. She is currently dean of the Carol Ammon College of Liberal Arts and Social Sciences.

Richard L. Judd, Ed.D. is President Emeritus of CCSU. He also holds the title of Professor of Emergency Medical Sciences, specializing in teaching in emergency medicine and parliamentary law. He continues to lecture on these subjects at colleges and universities in the United States and abroad. He holds honorary degrees from Briarwood College (CT), Doctor of Law; Kyung He University (Korea), Doctor of Medicine; and Eastern Mediterranean University (Cyprus). He is well qualified to comment on my teaching.

David Blitz, Ph.D. is Assistant Chair in Philosophy, and Co-coordinator of the Peace Studies minor, has been a faculty member at CCSU since 1989. His areas of teaching and research are the history and philosophy of science, with special interest in theories of evolution and modern logic. His book *Emergent Evolution: Qualitative Novelty and the Levels of Reality* was published in 1992 by Kluwer Academic Publishers. He is currently working on a monograph on Bertrand Russell's Philosophy of War and Peace. Prof. Blitz has been director of the Honors Program since 1994 and is interested in on-line courses, a number of which he has offered. He is well qualified to comment on my teaching.

Laura Bowman, Ph.D., Former Chair, Department of Psychological Science, received her undergraduate degree in Psychology at Ohio State in 1983 and attended graduate school in cognitive psychology at Kent State University. Since 1989, Dr. Bowman has been a professor at CCSU, teaching Cognitive Psychology, Research Methods I and II, and honors courses in social science.

Carolyn Fallahi, Ph.D. Department of Psychological Science, received her undergraduate degree in Psychology at 1983 and attained a Ph.D. in clinical psychology. Dr. Fallahi is a professor at CCSU, teaching Developmental Psychology, and Clinical Psychology. She is currently Chair of the Department of Psychological Science and is able to comment on my teaching.

Michael Gendron, has a Ph.D. in Information Science with cognates in decision support systems and healthcare economics. He has over 40 years of industry and academic experience in information systems. He has held positions such as CIO for a large HMO and has been a research analyst for a state health department. Dr. Gendron has recently published three books: *Business Driven Data Communications (2013)*, *Business Intelligence Applied: Building Effective Information and Communications Infrastructure (2013)*, and *Business Intelligence and the Cloud: Strategic Implementation Guide (2014)*. He is currently involved in research in the Interdisciplinary Psychophysiology and Biofeedback Center and the impact of weather on shipping costs at CCSU. He is well qualified to comment on my teaching.

Jason Sikorski, Ph.D., Department of Psychological Science, is an associate professor at CCSU. Trained as a clinical psychologist, Dr. Sikorski has focused his noteworthy and prolific work on the assessment and treatment of juvenile sexual offenders, hypermasculinity, and the teaching of psychology. He was the recipient of the American Psychological Association's Division 2 Wilbert J. McKeachie Early Career Award and was recognized by CCSU for excellence in teaching and mentoring his students.

Student Reference

Cosima Hoetger, M.A. Is a recent graduate of CCSU's health psychology M.A. Program who is currently enrolled in a doctoral health psychology program at University of Virginia. She is well qualified to comment on my teaching and mentoring.

Selected Creative Works

As requested by the CSU Professor advisory committee, I am including selective, representative samples of research and creative work accompanied by short narratives to explain why their significance. The research and creative work are in the following primary areas:

- Psychotherapy and health care systems
- Biofeedback and health care systems
- Alcohol and brain functioning
- Peace Studies

Actual copies of the articles and supporting materials are contained in the folder in the appendix.

Research in Psychotherapy and Health Care Systems

Austad, C. S., Sherman, W. O., Morgan, T. & Holstein, L. (1992) The Psychotherapist and the Managed Care Setting. Professional Psychology, Research and Practice. Vol. 23 (44), 329-332.

This article is representative of my early work focusing on how traditional psychotherapists changed their practice habits in response to practicing in a managed care setting. When I saw how I modified my practice in the HMO, I sought out information from other therapists. I traveled to managed care practice settings to interview therapists, transcribed and rated their interviews. Using the qualitative data as a basis, I created objective surveys which form the data for series of articles. This article is representative of the series of articles about provider change in response to managed care. The criterion to distinguish this work in my field, clinical psychology, is that it is the first article that I know of published in an American Psychological Association journal on the topic of provider change. This article, and the others on the same topic, raised consciousness about the future changes to traditional practice. As a result, I served as a consultant and conducted workshops to train therapists to adapt.

Austad, C. S., DeStefano, L. Kisch, J. (1988) The Health Maintenance Organization-II. Implications for Psychotherapy. Psychotherapy, 25, (3), pp. 449-454.

After researching the changes in individual psychotherapist's practice habits, I focused on the big picture and described the state of psychotherapy nationally. The significance of this article in the field of clinical psychology, is that it is one of the first works to be published in an APA journal covering managed care psychotherapy. This article, and the others on the same topic, affected the field of clinical psychology in that it stirred controversy and made providers aware of the impact of health care systems on traditional practice. It also paved the way for future research and intellectual contributions.

Austad, C. S. & Hoyt, M. (1992) Managed Health care and the future of Psychotherapy.

Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy, (January 1992).pp. 119-129 and

Hoyt, M. & Austad, C. S. (1992) Psychotherapy in staff model health maintenance

organization: Providing and assuring quality care in the future. *Psychotherapy. Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy*, pp. 109-118.

These two co-authored articles were published in the *Psychotherapy: Theory, Research, Practice and Training: Special Centennial Edition: The Future of Psychotherapy*, a major American Psychological Association journal. The criterion to distinguish this work in my field, clinical psychology, is that these were selected to be in this special edition of the most prestigious APA journal covering psychotherapy. Since the APA is the primary organization representing American psychologists, having lead articles in the special edition of this journal is a significant accomplishment. The above three theoretical articles are seminal works which accurately anticipated the future of psychotherapy and laid the groundwork for more work.

Shortly after the publication of these articles, we completed the first APA edited volume, Austad,

C. S. & Berman, W. (Eds.) (1993) *Psychotherapy in Managed Health Care: The Optimal Use of Time and Resources*. This the first book on managed care published by the American Psychological Association Press. The cover is contained in the appendix.

Austad, C. S., Hunter, R. & Morgan, T. (1998) Ethics and managed care. *Journal of Clinical Psychology: Science and Practice*, Vol. 5(1) Spring, 1998, pp. 67-76.

My next phase of publications in psychotherapy and managed care focused on the ethics of the economics and social justice. Its importance in the field is that it addresses issues of social justice and equity in health care. In this article, we discuss the need for a clarification of ethics in the new health care delivery environment. My book, *Is Psychotherapy Unethical in an Era of Managed Care?* was predated by articles such as these. The book cover is contained in the Appendix.

Austad, C. S. (2009) *Counseling and Psychotherapy Today: Theory, Research, Practice*. McGraw Hill Publishing.

My textbook represents a merging of research, practice and teaching. In this work, my students will be able to benefit from my experience and knowledge. Authoring this text was a way to communicate about the field of psychology, psychotherapy and health care to my students in the classroom. It will help prepare them for work in the discipline of clinical psychology.

Research in Biofeedback, Psychotherapy and Health Care

Austad, C. S., Gendron, M., Brown, C. (2009) Breathing Biofeedback Technique Reduces anxiety, depression, and hyperventilation. American Psychological Society, San Francisco, May 23, 2009, San Francisco

Austad, C. S., Gendron, M. Davis, W. King, G., Megan, C. (2010) Breathing Interventions Decrease Anxiety and Depression Scores in Healthy Young Adults.

The poster session materials presented at the APS conference illustrate our preliminary

results which are now being replicated in the Interdisciplinary Biofeedback and Psychophysiology Center. More subjects have participated in the study (which confirms the results of the smaller N study) and the results are in preparation for publication. It also illustrates the work I intend to do in the future through the Interdisciplinary Biofeedback and Psychophysiology Center. The criterion to distinguish this work in my field, clinical psychology, is that these therapeutic methods will be introduced as evidence based in the practice of psychotherapy/stress management and are most useful and compatible in the area of health care. They can help psychology gain a solid footing in the health care system by providing a reimbursable and clinically useful technique that reduces stress and increases wellbeing.

Austad, C. S. (2014) Nicholas A. Cummings: Psychology's Provocateur. Dogear Publishing; Cummings Publishing

Research in Alcohol and Brain Functioning

Dager, A., Anderson, B. M., Stevens, M. C., Pulido, C., Rosen, R., Jiantonio-Kelly, R. E., Sisante, J. F., Raskin, S. A., Tennen, H., Austad, C. S., Wood, R. M., Fallahi, C. R., & Pearson, G. D. Influence of family history of alcoholism on neural response to alcohol cues in college drinkers. (2012) *Alcoholism: Clinical and Experimental Research*. Jan; 37, doi: 10.1111/j.1530-0277.2012.01879.x.

This recent article published in a prestigious journal devoted to alcohol studies, is only one of many to come as the results from the Brain and Alcohol Research in College Students (BARCS) study are analyzed. These findings speak for themselves. They represent significant scientific data from brain imaging studies, identifying very specific changes in the brain that are related to the amount of alcohol consumed by young adults. When these findings accumulate and are interpreted, they should result in meaningful, evidence based recommendations about how to intervene and even prevent alcohol addiction in early phases of life.

Research in Peace Studies

Peace Studies is not my primary area of research, but I have, over the years, produced some scholarly work. I have included abstracts of recent publications in the appendix and one recent article.

Holt, S. & Austad, C. S. A Comparison of Rational Emotive Therapy and Tibetan Buddhism: Albert Ellis and the Dalai Lama. (2013), Vol. 2, No. 4, pp8-11.

This recent article was a long time in the making. I had been analyzing the similarities between some forms of modern Western psychotherapy and Tibetan Buddhism for decades. I had been taking mental notes and jotting down ideas. One day, I woke up and began to write this article. I integrated past thoughts and past experiences into this work. Dr. Holt was instrumental in organizing and editing and critiquing. I was delighted that the end result was published in this American psychological Association journal of international import.

BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

regarding

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

in the

CONNECTICUT STATES COLLEGES & UNIVERSITIES SYSTEM

WHEREAS, The Board of Regents places a particular, coercive importance upon the pursuit of excellence in all academic endeavors undertaken at institutions of the Connecticut State Colleges & Universities System, and

WHEREAS, The Board of Regents has fiduciary concerns regarding the viability and sustainability of new initiatives to be established at CSCU institutions, and

WHEREAS, Policy Statements declare their purpose(s) and Policy Guidelines, in this instance, are necessary to assure that the establishment, evaluation, and continuation or discontinuation of new Centers and Institutes comply with a particular protocol, process and procedures that affect desired results; therefore, be it

RESOLVED, Policies previously adopted regarding the establishment and operations of academic centers and institutes at CSCU institutions are hereby repealed, and be it further

RESOLVED, Centers and Institutes previously established shall not be held to the same definitions and operational standards set forth in this Policy, and be it further

RESOLVED, New Centers and Institutes shall not be established without the prior approval of the Board of Regents, and be it further

RESOLVED, The attached Policy Statement and Guidelines regarding the Establishment of Centers and Institutes are hereby adopted.

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

Policy Statement

The purpose of this Policy is to define CSCU Centers/Institutes and present optional yet germane features, and to issue Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation.

Definitions -

Center: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding having either an instructional or research focus that tackle challenging and critical issues, in alignment with System and institutional missions.

Institute: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding with a focus upon clinical, community or public service – addressing a singular, compelling societal problem or need, in alignment with System and institutional missions.

Features -

Although not required, the Board of Regents (BOR) encourages Centers/Institutes:

- to advance achievement of one or more of the System's Five Goals
- to afford research, service and/or experiential learning opportunities to CSCU students
- to be inter-institutional and/or interdisciplinary collaborations
- to develop marketable products and services, and to facilitate their movement into the marketplace
- to implement formalized linkages between its academic community and the professional and/or service community of focus in its region or service area
- to publish journal articles, make conference presentations, host forums and otherwise publicize research results and studies of services rendered

Policy Guidelines

Establishing a Center/Institute

Faculty, administrators and professional staff member at CSCU institutions and the System Office may submit proposals to establish a CSCU Center or Institute. After approval from an institution's established internal proceedings, proposals are to be submitted to the System's Academic Council – the chief academic officers of CSCU institutions convened by the System Provost and Senior Vice President of Academic and Student Affairs. Prior to submission, the proposal must be formally endorsed by the institution's or System Office's chief academic officer who will make the initial presentation to the Academic Council.

In determining a proposal's merits, the Academic Council shall review the following proposal components:

1. *Need* – (a) define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.
2. *Goals and Objectives* – state the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and how the proposed entity would add value to the institution. If the goals and objective include impacting upon and/or actively involving the institution's students and/or some other audience; state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's evaluation plan.
3. *Administration, Faculty and Staff* – present the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.
4. *Budget and Sustainability* – exhibit and explain an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.
5. *Evaluation Plan* – delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making; during the initial four-year provisional period.

The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council so elects. The full proposal should include a strategic plan that specifically aligns the proposed entity's goals and objectives with the major elements of its action plans and expenditures. In considering the full proposal, the Academic Council may elect to invite the proposal's principal investigator(s) to address any questions and concerns it may have. Additionally, as an element of its collective, deliberative process regarding the viability of the proposed Center or Institute; members of the Academic Council may study relevant issues and consult administrators, faculty, staff and/or students/alumni of their respective CSCU institution.

NOTE: Templates for the Concept Paper and Full Proposal to Establish a CSCU Center/Institute shall be developed by the Office of the System Provost.

If the Academic Council votes to endorse the proposal, it shall be forwarded to the BOR's Academic and Student Affairs Committee (ASA) for its consideration, by the Office of the System Provost via a Staff Report. The Staff Report shall contain an analysis regarding the

proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal is forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

Center/Institute Evaluation

By September 1st, in the fourth year of a newly established Center/Institute, its director shall submit an Interim Progress Report to the System Provost, detailing its progress to date. The criteria for this self-study shall be the same as that of the proposal components, highlighting the Center's/Institute's accomplishments. If applicable, the accomplishments should detail the impact upon and/or involvement of the institution's students and/or some other intended audience. The Interim Progress Report shall also include a three-year accounting of revenue and expenditures. The Interim Progress Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Interim Progress Report to the ASA and respond to any questions and concerns. If the ASA accepts the Interim Progress Report, its recommendation that the provisional status of the Center/Institute be removed and continuation be authorized for a full seven-year period will be forwarded to the BOR for its consideration as a consent item.

Centers/Institutes established under the provisions of these guidelines shall go out of existence on December 31st seven years after its authorization, unless action to the contrary is taken by the Board of Regents.

By September 1st, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending its continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued

for another seven-year period or discontinued as of the following December 31st will be forwarded to the BOR for its consideration as a consent item.

NOTES: (1) Any reports to and reviews from an external funder should be appended to the applicable Interim Progress Report or Sunset Report. (2) Templates for the Interim Progress Report and the Sunset Report for Continuation or Discontinuation of a CSCU Center/Institute shall be developed by the Office of the System Provost.

Continuation or Discontinuation of Center/Institute

In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

- assess whether or not the Center/Institute meets a compelling need and appropriately addresses that need with appropriate and effectual activities
- assess the Center's/Institute's success in meeting its goals and objectives
- make a determination as to the adequacy of personnel and their commitment and contribution to the Center's/Institute's progression
- make a determination as to the adequacy of fiscal resources and their efficacy of their use
- make a determination as to the thoroughness, effectiveness and credibility of the Center's/Institute's evaluation plan

To heighten the level of confidence in which staff from the Office of the System Provost draft requisite Staff Reports, it is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

Nevertheless, the recommendation to continue or discontinue an established Center/Institute is essentially an internal decision. While some other administrator might be assigned oversight of a CSCU Center/Institute, the chief executive officer and the chief academic officer of the initiating entity are ultimately responsible for Center's/Institute's operations. CSCU institutions, the lead institution for inter-institutional collaborations and the System Office are encouraged to construct their own annual reporting requirements and formats for Centers/Institutes, as well as other on-going monitoring procedures and mechanisms to remedy deficiencies and implement improvements. It will be important to the System Office's analysis of Interim Progress and Sunset reports, and subsequently to decision-making by the ASA that the comments of the chief executive and chief academic officers site these supervisory instruments in presenting the rationale for their recommendations.

NOTE: The initiating entity's chief academic officer will be required to verify all reports submitted by a Center/Institute to the System Office.

6/2/2017 – BOR-Academic and Student Affairs Committee; 6/15/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

GED Policy

June 15, 2017

RESOLVED: That the Board of Regents for Higher Education accepts the use of student scaled scores on the GED (2016) as an instrument for placing students in initial math and English courses at CSCU institutions, and be it further

RESOLVED: That the Board of Regents for Higher Education accepts the use of the GED (2016) scaled scores to remove the need for additional testing thereby expediting the advising, admissions and registration process, and be it further

RESOLVED: That the Board of Regents for Higher Education allows the proposed policy to be shared with presidents, chief academic officers, chief student affairs officers, admission directors and placement coordinators at all CSCU institutions.

A True Copy:

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

ITEM

Approval of the use of student scaled scores on the *GED* (2016) as an instrument for placing students in initial courses at CSCU institutions.

Intent

The intent of this policy is to allow CSCU institutions to consider scores from the *GED* (2016) to place incoming students in initial math and English courses.

Rationale for the Change

The American Council on Education's (ACE) *College Credit Recommendation Service* has performed extensive analysis of the newest version of the *GED* test (introduced in 2016) and has recommended that a student who achieves scaled scores above 145 on a given subject test should be waived from taking developmental courses and placement testing in that subject area.

By removing the need for additional testing and thereby expediting the admissions and advising process for home-schooled and other non-traditional students who have passed the *GED*, this policy change will encourage non-traditional students to consider attending community colleges and public universities.

Direct Costs

No additional costs are associated with this policy change.

Policy Effect

This policy change will expedite the admissions/registration process for home-schooled students and other students who earned high school credentials by passing the *GED*.

Policy Sharing and Implementation

This proposed policy will be shared with presidents, chief academic officers, chief student affairs officers, admission directors and placement coordinators at all CSCU institutions.

06/02/17 – Academic and Student Affairs Committee
06/15/2017 – Board of Regents

Learn About GED® College Ready & GED® College Ready + Credit

In January 2016, the GED Testing Service announced GED® College Ready and GED® College Ready + Credit performance levels. These two new levels signify college readiness and academic credit equivalencies respectively. They replace the previous GED® with Honors performance level and are based on an extensive analysis of the GED® test by the American Council on Education's College Credit Recommendation Service (ACE CREDIT®).

What are the Performance Levels on the GED® Test?

The GED® test has a range of 100 - 200 Scaled Score points and is subdivided into four performance levels:

Performance Level 1: Below Pass (Scaled Scores 100 - 144)

Performance Level 2: Pass/High School Equivalency (Scaled Scores 145 - 164)

Performance Level 3: GED® College Ready (Scaled Scores 165 - 174)

Performance Level 4: GED® College Ready + Credit (Scaled Scores 175 - 200)

What do Scores at the GED® College Ready Level mean?

Students who score 165 - 174 (on any given subject test) have demonstrated college readiness skills. When students enroll in postsecondary education, scores at this level may enable students to qualify for (1) waiver from developmental education requirements and courses, and/or (2) waiver from placement testing.

Each of the GED® subject area tests has specific recommendations at the GED® College Ready performance level. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What do Scores at the GED® College Ready + Credit Level mean?

Students who score 175 - 200 (on any given subject test) have demonstrated skills that could qualify them for the benefits at the GED® College Ready level plus enable them to earn a recommendation to receive college credits when they enroll in a participating postsecondary institution.

Each of the GED® subject area tests has specific recommendations at the GED® College Ready + Credit performance level. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What is ACE CREDIT®?

The American Council on Education's College Credit Recommendation Service (CREDIT®) was established in 1974 to connect workplace learning with colleges and universities by helping students gain access to academic credit for formal training taken outside traditional degree programs. ACE CREDIT® has a rigorous and thorough process for the evaluation of training programs, certifications, apprenticeships, and national examinations to determine eligibility for college credit. With over 32,000 courses and examinations reviewed, ACE is the national leader in the evaluation process for education and training obtained outside the classroom. For more than 40 years, colleges and universities have trusted ACE CREDIT® to provide reliable course equivalency information to facilitate their decisions to award academic credit for prior learning. More than 2,000 postsecondary institutions have indicated that they consider ACE credit recommendations.

How does the ACE CREDIT® review process work?

ACE CREDIT® reviews are conducted by experienced college and university teaching faculty and psychometricians from relevant academic disciplines, representing a broad spectrum of colleges and universities. The evaluation teams review the alignment of the content, scope, and rigor of an organization's training programs or assessments with the content currently taught at colleges and universities to determine recommendations for potential transfer credit. The review teams embrace the philosophy that what an individual learns is more important than when, where, and how the individual learned it. Credit recommendations appear on the ACE web site in the National Guide to College Credit.

What is an ACE CREDIT® recommendation?

An ACE CREDIT® recommendation represents the college level equivalency as determined in the ACE review process. The recommendation identifies and describes the course subject, level of learning and the number of credit hours recommended, based on the ACE review. Colleges and universities use the recommendations as a guide in deciding if and how those credits align with their courses and degree program requirements. Participants successfully completing courses with ACE CREDIT® recommendations can request official transcripts from ACE to be sent to a college or university for potential transfer credit.

How did ACE CREDIT® determine the GED® test recommendations?

ACE CREDIT® reviewed the GED® test in two stages – once in August 2014 and again in September 2015. Both reviews involved subject matter expert reviewers from a variety of postsecondary institutions to evaluate the content, scope and rigor of the exam, and psychometricians to examine the technical and performance data that the test generates. This process allowed the reviewers to determine the degree to which performance on the test showed either (1) readiness for college-level work ("GED® College Ready" performance level) or (2) demonstration of actual college-level work for which college credit could be awarded ("GED® College Ready + Credit" performance level).

Each of the GED® subject area tests has specific recommendations at both of the GED® College Ready and GED® College Ready + Credit performance levels. Each of the recommendations applies to an individual subject area test and is not dependent on results on multiple tests. See the accompanying table for more information.

What steps should students take to receive benefits of GED® College Ready or GED® College Ready + Credit scores?

Step 1: Review your GED® transcript or score report to determine the subject tests on which you have received a score of 165 – 174 ("GED® College Ready") or 175 – 200 ("GED® College Ready + Credit"). Tests which show these scores are eligible to receive the benefits of the ACE CREDIT® recommendations.

Step 2: Before starting the college application process, look to see if the institution you are applying to is part of the ACE Credit College and University Network. Contact the institution's admissions and/or registrar office to ask about transfer policies and whether they are aware of and accept ACE CREDIT® recommendations. Actual credit transferred is solely at the discretion of the institution.

Step 3: Request an ACE Transcript to document your GED® test results for the college you are applying to.

Step 3a: Create your account:

Go to the ACE CREDIT® web site at www.acenet.edu/transcripts.

Click on "Create an Account," and follow the prompts to create your account on the ACE CREDIT® web site.

Step 3b: Build your ACE Transcript:

Click on "Course Search" to select the GED® test modules you have taken.

Registration on the ACE CREDIT® web site costs \$20 and includes one free transcript. Additional transcript copies are available for \$15 each.

Your transcript request will generate an approval request from GED Testing Service. This approval process is generally completed within 48 hours.

Step 3c: Order your transcript:

Once your transcript request has been approved you will receive an automated email prompting you to log into the ACE CREDIT® web site at www.acenet.edu/transcripts.

Click on "Transcript Status" and follow the prompts to process your transcript request.

How do colleges and universities learn more about applying ACE CREDIT® recommendations?

GED Testing Service works with ACE's College and University Partnerships (CUP) and the ACE CREDIT® College and University Network to broaden knowledge about GED® College Ready and GED® College Ready + Credit and encourage acceptance of credit recommendations. The network consists of more than 2,000 institutions that consider ACE CREDIT® recommendations for transfer to degree programs. CUP provides institutions with training in applying the ACE CREDIT® recommendations to specific courses and degree programs.

Before starting the college application process, students should contact the institution's admissions and/or registrar office to ask about transfer policies. Actual credit transferred is solely at the discretion of the institution.

What does research say about ACE CREDIT® recommendations?

Over the next several years GED Testing Service will be studying and documenting the postsecondary education outcomes experienced by GED® test-takers who receive performance level designations of GED® College Ready and GED® College Ready + Credit. In the meantime, the postsecondary education outcomes for individuals who have received credit for prior learning from other assessments that were reviewed and analyzed by ACE CREDIT® are well-documented. The following studies demonstrate the strength of performance in postsecondary education of students who have received credit for prior learning outcomes:

Berry, Carol L. 2013. A comparison of CLEP and non-CLP students with respect to postsecondary outcomes. The College Board. <http://research.collegeboard.org/publications/comparison-clep-and-non-clep-students-respect-postsecondary-outcomes>

Hayward, Milan S. and Williams, Mitchell R. Adult learner graduation rates at four U.S. Community colleges by prior learning assessment status and method. Community College Journal of Research and Practice, 39(May 23, 2014): 44-54.
<http://www.tandfonline.com/doi/abs/10.1080/10668926.2013.789992>

Klein-Collins, Rebecca. 2010. Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes. Council for Adult and Experiential Learning.
<http://www.cael.org/pla/publication/fueling-the-race-to-postsecondary-success>

Klein-Collins, Rebecca. 2011. Underserved students who earn credit through prior learning assessment (PLA) have higher degree completion rates and shorter time-to-degree. Council for Adult and Experiential Learning. <http://files.eric.ed.gov/fulltext/ED524578.pdf>

Pearson, W. (2000). Enhancing adult student persistence: The relationship between prior learning assessment and persistence toward the baccalaureate degree. Doctoral dissertation, Iowa State University, Ames, Iowa.

University of Memphis Finish Line Program: <http://www.memphis.edu/innovation/finishline/>

GED® Subject Area Tests and ACE Credit Recommendations

Subject Area Test	GED® College Ready Performance Level Recommendation	GED® College Ready + Credit Performance Level Recommendation	Review Summary
Reasoning through Language Arts (RLA)	<p>RLA score of 165 – 174:</p> <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level 	<p>RLA score of 175 or above:</p> <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 1 semester hour lower division credit in humanities 	<p>The GED® College Ready and GED® College Ready + Credit levels cover many of the outcomes found in a lower division general humanities course. The exam also addresses some of the outcomes of a first year composition course such as: ability to analyze discourse, identify thesis statements, evaluate arguments, create well-structured compositions, and apply correct grammar and mechanics.</p> <p>The exam does not require the student to demonstrate the ability to produce various modes expected in a composition course (argumentation, definition, cause and effect, narrative, research paper) and therefore cannot be recommended for English composition credit.</p> <p>The questions require the reader to be able to identify the main idea (primary thesis), evaluate the evidence used to support the main thesis, and evaluate the organization of the paper.</p> <p>Students are required to properly use grammar and punctuation at the level expected at a first-year composition.</p> <p>The questions require the students to synthesize the information and make conclusions about the overall meaning of the text. Vocabulary is at the level of a first-year composition course.</p>

Subject Area Test	GED® College Ready Performance Level Recommendation	GED® College Ready + Credit Performance Level Recommendation	Review Summary
Mathematical Reasoning	Math score of 165 – 174 <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level 	Math score of 175 or above: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 3 semester hours lower division credit in college algebra 	The questions and problems are varied in complexity and mathematical topics (arithmetic, algebra, geometry) typically found in a lower division mathematics course. The level of rigor of the exam is consistent with that of a course for high school students who earn dual enrollment in college algebra.
Science	Science score of 165 – 174: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level 	Science score of 175 or above: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 3 semester hours lower division credit in introductory physical science (survey, without laboratory) 	<p>Students are required to interpret graphs and data trends, evaluate scientific information (both written and numerical) and make plausible, logical conclusions.</p> <p>The exam addresses the essential underpinnings of science courses: analysis and interpretation of data, experimental design, visualization of scientific results on graphs, determination of trends, interdisciplinary links (physics, chemistry, and math) to elucidate scientific truth.</p> <p>The review team agreed that in order to pass this exam at the upper performance levels, students must have diligent preparation in a wide range of physical science disciplines at the introductory level. Additionally, students would need to have a background and foundational understanding of geology, earth science, chemistry, biology, and ecology. The critical thinking skills covered on the exam require the ability to analyze and solve problems and evaluate solutions.</p>

Subject Area Test	GED® College Ready Performance Level Recommendation	GED® College Ready + Credit Performance Level Recommendation	Review Summary
Social Studies	Social Studies score of 165 – 174: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level 	Social Studies score of 175 or above: <ul style="list-style-type: none"> • Waived from developmental courses and placement testing in this subject at the postsecondary level • Eligible to receive 3 semester hours lower division credit in economic thinking, society and social arrangements or humanities 	The critical thinking and problem solving skills typically present in developmental writing and decision making courses are required in order to successfully complete the exam at the upper performance levels.

To learn more about the GED® test visit: <http://www.gedtestingservice.com/>.



College and Career Readiness GED® Performance Levels and Credit Recommendations

Connecticut PA 12-40 Board Discussion

Martin Kehe, GEDTS Assessment Services
February 10, 2017

Overview

- Provide brief background on the GED® test and performance levels
- Discuss ACE CREDIT® process and recommendations
- Highlight preliminary research results to date
- Share process/status from other states
- Answer questions and outline next steps

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2014 GED® Test

- Designed and built to align with College & Career readiness standards
 - Strong alignment to CCR documented in third-party alignment studies
 - Crosswalk with ACCUPLACER Reading/Writing and Mathematics
- 2014 GED® test measures multiple performance levels in each subject area
 - From high school equivalency to career and college readiness levels

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GED® Performance Levels

- High School Equivalency
 - Scores of 145-164 on each content test
- GED® College Ready
 - Scores of 165-174 on one or more content tests
- GED® College Ready + Credit
 - Scores of 175-200 on one or more content tests

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ACE CREDIT®: A Brief History

- Military evaluations since 1945
- CREDIT® established in 1974
- 700 organizations
- 33,000 courses and exams evaluated
- Consistent, independent evaluation process



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CREDIT® Exam Reviews: A Few Examples

- College Board's Advanced Placement® Tests
 - 35 different exams, including AP Calculus, AP Computer Science, AP English Language and Composition, AP Physics, etc.
- College Board's College-Level Examination Program (CLEP®)
 - 40 different exams, including College Composition, College Algebra, Intro to Macroeconomics, etc.
- ACT's National Career Readiness Certificate
 - (3 WorkKeys® exams)
- Prometric's DSST - Credit by Exam Program
 - 54 different exams, including Astronomy, Business Law, Principles of Statistics
- Microsoft
 - 44 different exams, including Administering Office 365, Microsoft Certified Technology Specialist, Implementing Desktop Application Environments, etc.

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Connecticut PSEs Recognizing ACE CREDIT®

Institution		Institution	
Albany State College	New Haven, CT	Lincoln College of New England	Southbridge, CT
Albany State College	Enfield, CT	Norwalk Valley Community College	Waterbury, CT
Capital Community College	Hartford, CT	Norwalk Community College	Norwalk, CT
Central Connecticut State University	New Britain, CT	Post University	Waterbury, CT
Charter Oak State College	New Britain, CT	Quinebaug Valley Community College	Danbury, CT
Connecticut College	New London, CT	Sacred Heart University	Fairfield, CT
Eastern Connecticut State University	Willimantic, CT	Southern Connecticut State University	New Haven, CT
Goodwin College	East Hartford, CT	Three Rivers Community College	Norwich, CT
Housatonic Community College	Bridgewater, CT	University of New Haven	West Haven, CT

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ACE CREDIT® Review

- Two-phased review in 2014 and 2015
- Independent examination of the content and underlying psychometric properties of the test
- Included review of
 - Test-taker eligibility criteria
 - Learner outcomes
 - Content coverage vis-à-vis postsecondary standards

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ACE CREDIT® Faculty

- Experience
- Institutional Accreditation
- Subject Matter Expertise
- Review content, scope, and rigor



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GED® College Ready Recommendations

- Students who score 165 - 174 (on any given subject test) have demonstrated college readiness skills
- Recommendations:
 - Waived from developmental education requirements/courses
 - Waived from placement testing, and
 - Placed directly in credit-bearing courses
- Nationally,
 - 20% of GED® test-takers score at CR or higher in at least one content area
 - 5% score at CR+Credit in at least one content area

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National and Connecticut Test-taker Data: 2014-present

	Math		RLA		Science		Social Studies	
	US	CT	US	CT	US	CT	US	CT
Passed (145 or higher)	82%	74%	88%	85%	91%	87%	89%	86%
College Ready (165 or higher)	7%	9%	13%	16%	11%	14%	14%	16%
College Ready+Credit (175 or higher)	2%	3%	2%	3%	2%	3%	3%	5%

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GED® Graduates:
Research Highlights

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Research Highlights

- Results are still emerging, since it has only been three years since the first 2014 GED® candidates earned their credentials
- Data matches in 2015 and 2016 with National Student Clearinghouse indicate
 - More than 35% of GED® graduates enroll in PSE within 1 year of credentialing
 - Within 2 years, the progression rate increases to 41%
 - 93% maintain their enrollment 2 years after enrolling
 - Of those who leave PSE, 80% do so because they have earned some type of credential
 - Results based on random samples of 10,000 graduates in 2015 and 27,000 graduates in 2016

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Research Highlights

- Additional National Student Clearinghouse data:
 - Students enrolled in PSE had a mean GED® score of 160 across the content areas
 - 3 out of 4 students enroll in 2-year institutions
 - Top identified programs of study were
 - Liberal arts (24%)
 - Health-related (7%)
 - Business (7%)
 - IT (4%)
- Surveys of additional groups of GED® graduates in 2015 and 2016
 - Confirmed the NSC match data results

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Research Highlights – ACT/SAT Comparisons from 2013 Standardization and Norming Study

GED® Subject Area Tests:	Mathematical Reasoning	Science	Reasoning Through Language Arts	Writing
SAT Summaries				
Average Score	395*	N/A	419**	N/A
Level 1: Below Passing (<150)	395*	N/A	419**	N/A
Level 2: Passing Standard (150)	460*	N/A	517**	N/A
Level 3: GED® with Honors (170)	642*	N/A	652**	N/A
ACT Summaries				
Average Score	15	15	17	15
Level 1: Below Passing (<150)	15	15	17	15
Level 2: Passing Standard (150)	21	22	22	23
Level 3: GED® with Honors (170)	29	30	29	30

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* 2013 SAT Math Mean Score = 514
** 2013 SAT Reading Mean Score = 498

Research: Next Steps

- GED Testing Service does not have direct access to PSE performance data
- Our goal is to conduct validity studies with jurisdictions to document PSE performance outcomes
 - In process of establishing agreements with several states (e.g., Colorado, Florida, Georgia, Minnesota, Texas, Virginia)
 - We would like to add Connecticut

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Example Institutions Currently Accepting GED® Credit Recommendations

School/System	Level Accepted
Georgia Technical College System (24 institutions across 100 campuses)	CR
Colorado Community College System (14 institutions across 39 campuses)	CR+C
Kent State University (Ohio)	CR+C
Six community colleges in Oregon	CR
Pima Community College (Arizona)	CR
Southern New Hampshire University	CR
Salt Lake Community College	CR
College of DuPage (Illinois)	CR
Brookdale Community College (Lincroft, NJ)	CR
Community College of Rhode Island	CR
Miami Dade College (Florida)	CR
University of Memphis (Tennessee)	CR

Example considerations in evaluation process

- Alignment of GED® test with current placement test used
- Data analysis of test-taker performance on GED® test and placement test
- Experience with similar ACE CREDIT® recommendations (AP, CLEP, etc.)
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INFORMATIONAL ITEM

Report on Developments in Academic Programs during the 2016-17 Academic Year

The attached chronology and data sheets inform the Academic and Student Affairs Committee of Board of Regents (BOR) actions in the approval of developments in academic programs within the Connecticut State Colleges & Universities System's institutions over the course of the current academic year (August 2016 - June 2017).

NOTE: The June 2017 activities are pending the approval of the BOR.

Trend data for three years are summarized below:

Developments in Academic Programs	Academic Year			TOTAL
	2014-15	2015-16	2016-17	
New Academic Programs	28	30	31	89
Modification of Programs	18	17	30	65
Termination of Programs	11	39	26	76
Suspension of Programs	3	0	0	3

Additionally, the Board of Regents approved the establishment of 11 System-wide TAP Pathway Transfer degree programs during the 2015-16 academic year and another 11 TAP Pathway Transfer degree programs during the 2016-17 academic year.

06/02/17 – Academic and Student Affairs Committee

06/15/2017 – Board of Regents

Connecticut Board of Regents for Higher Education

Connecticut State Colleges & Universities

Chronology: Developments in Academic Programs September 2016 – June 2017

Month	Institution	New Academic Programs
September	Quinebaug Valley CC	Medical Laboratory Technician – AAS Degree
	Western CSU	Cybersecurity – BBA Degree
October	Central CSU	Gerontology – Graduate Certificate
	Western CSU	Master of Arts in Teaching: Secondary Education – MAT Degree
	Western CSU	Master of Science in Education: Literacy and Language Arts Program – MEd Degree
	Western CSU	Master of Science in Education: Special Education Program (K-12) – MEd Degree
December	Capital CC	Theater Arts – AA Degree
March	Housatonic CC	Surgical Technology – AS Degree
	Western CSU	Teaching English to Speakers of Other Languages (TESOL) – Sixth Year Certificate
April	Central CSU	Software Engineering – MS Degree
	Central CSU	Transition Specialist OCP – Post Baccalaureate Certificate
	Manchester CC	Photography – Certificate
	Middlesex CC	Technology Studies: Manufacturing Engineering Technology Pathway – AS Degree
May	Asnuntuck CC	Additive Manufacturing Certificate – Advanced Manufacturing - 3 rd Semester Certificate
	Asnuntuck CC	Advanced Machine Technology II Certificate – Advanced Manufacturing - 3 rd Semester Certificate
	Asnuntuck CC	CAD/CAM Program Certificate – Advanced Manufacturing - 3 rd Semester Certificate
	Asnuntuck CC	Metal Fabrication Certificate – Advanced Manufacturing - 3 rd Semester Certificate
	Asnuntuck CC	Quality Inspection Program Certificate – Advanced Manufacturing - 3 rd Semester Certificate
	Asnuntuck CC	Registered Medical Assistant – AS Degree
	Central CSU	Early Childhood and Infant/Toddler Mental Health – BS Degree
	Central CSU	Nursing: Hospice and Palliative Care – MS Degree
	Middlesex CC	Audio and Music – Occupational Certificate
	Middlesex CC	Digital Media Production – AAS Degree
	Middlesex CC	Film and Video – Occupational Certificate
	Quinebaug Valley CC	Mechatronics Automation Technician – Certificate
	Southern CSU	Clinical Mental Health Counseling – Post-Master's Certificate
	Southern CSU	Reading and Language Arts – Graduate Certificate
	Southern CSU	Remedial Reading and Language Arts – Graduate Certificate
	Southern CSU	School Counselor – Post-Master's Certificate
	Southern CSU	School Library Media Specialist – Initial Graduate Certificate
	Southern CSU	School Library Media Specialist – Graduate Certificate
	Western CSU	Applied Computing – BA Degree

Chronology: Developments in Academic Programs
September 2016 – June 2017

Month	Institution	Modification of Programs
September	Gateway CC	Dietetic Technology – AS Degree
	Tunxis CC	Marketing Management – Certificate
	Southern CSU	Educational Leadership & Policy Studies (Off-Site Offering in Hamden) – Sixth Year Certificate
	Southern CSU	Educational Leadership & Policy Studies (Off-Site Offering in Meriden) – Sixth Year Certificate
	Southern CSU	Educational Leadership & Policy Studies (Off-Site Offering in New Britain) – Sixth Year Certificate
	Southern CSU	Educational Leadership & Policy Studies (Off-Site Offering in Waterford) – Sixth Year Certificate
	Southern CSU	Reading Teacher Education (Off-Site Offering in Waterbury) – MS Degree
	Southern CSU	Reading Teacher Education (Off-Site Offering in Waterbury) – Sixth Year Certificate
December	Central CSU	Educational Leadership to Teacher Leadership – MS Degree
	Western CSU	Musical Theater – BA to BFA Degree
April	Charter Oak SC	Health Information Management – BS Degree
	Charter Oak SC	Health Information Management – Post Baccalaureate Certificate
	Gateway CC	Food Service Management – AS Degree
	Gateway CC	Hotel / Motel Management – AS Degree
	Middlesex CC	Health Information Management – AS Degree
	Middlesex CC	Manufacturing Machine Option – AS Degree
	Middlesex CC	Technology Studies: Machine Technology – Certificate
	Norwalk CC	Restaurant / Foodservice Management – AS Degree
May	Asnuntuck CC	Technology Studies: Machine Technology – AS Degree
	Asnuntuck CC	Technology Studies: Machine Technology – Certificate
	Manchester CC	Computer-Aided Manufacturing – Certificate
	Manchester CC	Conventional Precision Manufacturing – Certificate
	Middlesex CC	Corporate Media – Occupational Certificate
	Middlesex CC	Multimedia – Occupational Certificate
	Middlesex CC	News & Sports – Occupational Certificate
	Middlesex CC	Web Design and Development – Occupational Certificate
	Southern CSU	Educational Leadership – EdD Degree
	Southern CSU	School Counseling – MS Degree
	Southern CSU	School Counseling – Sixth Year Certificate
June	Middlesex CC	Health Information Management – Certificate ¹
	Western CSU	Computer Science – BA to BS Degree ¹

Chronology: Developments in Academic Programs
September 2016 – June 2017

Month	Institution	Termination of Programs
September	Tunxis CC	E-Commerce – Certificate
	Tunxis CC	Entrepreneurship – Certificate
December	Central CSU	Civil Engineering Technology – BS Degree
	Central CSU	Educational Studies – MS Degree
	Naugatuck Valley CC	Environmental Science: Biology – AS Degree
	Naugatuck Valley CC	Environmental Science: Environmental Systems – AS Degree
March	Middlesex CC	Communication – AA Degree
	Three Rivers CC	Fire Technology & Administration – AS Degree
April	Gateway CC	Information Processing Technician – Certificate
	Manchester CC	Pathways to Teaching Careers – AA Degree
	Northwestern CT CC	Adventure Education – Certificate
	Norwalk CC	Hotel and Lodging Management – AS Degree
	Norwalk CC	Insurance & Financial Service – AS Degree
	Norwalk CC	Management: Career – AS Degree
	Norwalk CC	Management: Marketing – AS Degree
May	Manchester CC	Business Office Technology: Legal – AS Degree
	Manchester CC	Medical Transcription – Certificate
	Manchester CC	Technology Studies: Education – AS Degree
	Middlesex CC	Broadcast-Cinema – AS Degree
	Middlesex CC	Multimedia – AS Degree
	Three Rivers CC	Accounting (Transfer) – AS Degree
	Three Rivers CC	Architectural Drafting Technology – Certificate
	Three Rivers CC	Business Administration (Transfer) – AS Degree
	Three Rivers CC	Marketing (Transfer) – AS Degree
	Southern CSU	Accounting – Post-Baccalaureate Certificate
June	Three Rivers CC	Web Design and Development – Certificate ¹

NOTES:

¹ Pending BOR approval at its June 2017 meeting

The BOR also approved the establishment of an additional 11 TAP Pathway Transfer degree programs for the System

Connecticut State Colleges & Universities
Summary: Development in Academic Programs
September 2016 - June 2017

INSTITUTION	New Programs		Modifications		Terminations		Suspensions		TOTAL
	Certificate	Degree	Certificate	Degree	Certificate	Degree	Certificate	Degree	
CSCU System									
TAP Pathway Transfer		11		0		0		0	11
Community Colleges									
Asnuntuck	5	1	1	1	0	0	0	0	8
Capital	0	1	0	0	0	0	0	0	1
Gateway	0	0	0	3	1	0	0	0	4
Housatonic	0	1	0	0	0	0	0	0	1
Manchester	1	0	2	0	1	3	0	0	7
Middlesex	2	2	6	2	0	3	0	0	15
Naugatuck Valley	0	0	0	0	0	2	0	0	2
Northwestern Connecticut	0	0	0	0	1	0	0	0	1
Norwalk	0	0	0	1	0	4	0	0	5
Quinebaug Valley	1	1	0	0	0	0	0	0	2
Three Rivers	0	0	0	0	2	4	0	0	6
Tunxis	0	0	1	0	2	0	0	0	3
<i>Sub-Total</i>	9	6	10	7	7	16	0	0	55
Charter Oak State College	0	0	1	1	0	0	0	0	2
Connecticut State Universities									
Central	2	3	0	1	0	2	0	0	8
Eastern	0	0	0	0	0	0	0	0	0
Southern	6	0	6	3	1	0	0	0	16
Western	0	5	0	1	0	0	0	0	6
<i>Sub-Total</i>	8	8	6	5	1	2	0	0	30
TOTAL	17	14	17	13	8	18	0	0	87

thru June 2017 BOR meeting



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April 4, 2017

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of March 24, 2017 to President Paul Broadie notifying him of the action taken by the Commission at its March 2017 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: Dr. Paul Broadie II



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March 24, 2017

Dr. Paul Broadie II
President
Housatonic Community College
900 Lafayette Boulevard, LH-A201b
Bridgeport, CT 06604-4704

Dear President Broadie:

I write to inform you that at its meeting on March 2, 2017, the Commission on Institutions of Higher Education considered the information about the institution's federal program review findings submitted by Housatonic Community College and voted to take the following action:

that the information submitted by Housatonic Community College about its federal program review findings be accepted.

The Commission gives the following reasons for its action.

The information about the institution's federal program review findings was accepted because it was substantially responsive to the Commission's request of November 15, 2016. The U.S. Department of Education (DOE) notified the Commission that Housatonic Community College had a liability of \$418,155 due to the Department because the program review team determined that the institution's procedures to monitor the enrollment status of students who unofficially stopped attending during an academic term were not adequate to determine their Title IV eligibility. We are aware that the College has since implemented the Connecticut State Colleges and Universities "UF" (unearned F) notation instituted in Fall 2015 to ensure proper enrollment status monitoring and reporting. We further understand that the College's reserve fund was tapped to repay the Department for the financial aid received for students who received non-passing grades from Fall 2012 through Fall 2013. Accordingly, the Commission determined that no further financial reporting need be requested at this time.

The Commission expressed appreciation for the information provided 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.

Dr. Paul Broadie II
March 24, 2017
Page 2

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 of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report 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,

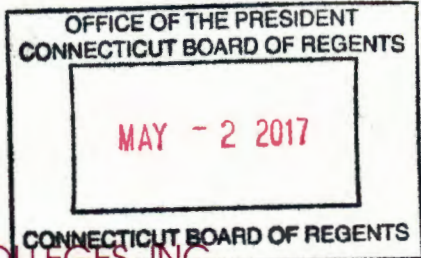


David P. Angel

DPA/jm

Enclosure

cc: Mr. Matt Fleury



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April 26, 2017

Mr. Matt Fleury
Board Of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of April 19, 2017 to President Levinson notifying him of the action taken by the Commission at its March, 2017 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/sjp

Enclosure

cc: President Levinson



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April 19, 2017

Dr. David L. Levinson
President
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Dear President Levinson:

I am pleased to inform you that at its meeting on March 3, 2017 the Commission on Institutions of Higher Education considered the report submitted by Norwalk Community College and took the following action:

that the progress report submitted by Norwalk Community College be accepted;

that the interim (fifth-year) report scheduled for consideration in Fall 2019 be confirmed;

that in addition to the information included in all interim reports and the items specified in our letter April 2, 2015, the College give emphasis to its success in implementing initiatives to improve its retention and graduation rates;

that the comprehensive evaluation scheduled for Fall 2024 be confirmed.

The Commission gives the following reasons for its actions.

The report submitted by Norwalk Community College was accepted because it was generally responsive to the concerns raised by the Commission in its letter of April 2, 2015.

The Commission commends Norwalk Community College (NCC) for its thoughtful and informative report that provides evidence of the progress made by the institution in the areas requested by the Commission. We favorably note the steps taken by NCC to understand the factors contributing to student persistence and completion and to develop initiatives to "strengthen student success." The report notes, for example, that IPEDS graduation rates for students who remain enrolled on a full-time basis are higher than those for students who start full-time and then become part-time in the second semester (most recently 15% and 2%, respectively).

Additionally, there is a substantial increase in completion when the time horizon for graduation is extended; for the 2011 cohort, 9.3% graduated within three years, and 24.6% within five years. The 50% increase in graduation rate of single-parent students who received success coaching in the Family Economic Security Program is also commendable. We are further pleased to learn of the results of reforming the remediation sequence from two semesters to one semester that includes concurrent enrollment in English 101 and a remedial workshop. Following this change, 59% of students completed college-level English by the end of the first year compared to 35% in 2012. In addition, the implementation of the first-year experience course Start2Finish (S2F) with support from the Student Success Coaches resulted in “small but encouraging” improvements in several success indicators including retention and completion of collegiate-level English and math courses. The College plans to implement a new, three-stage advising system in Fall 2017 that will incorporate an early alert system and internet-based advising tools.

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the policy on Periodic Review. In addition to the information included in all interim reports and the items specified for attention in the Commission’s letter of April 2, 2015, the College is asked in Fall 2019, to report on a matter related to our standard on *Educational Effectiveness*.

The Commission is pleased to learn that Norwalk Community College has received a five-year, \$2.3 million Title V grant that will enable implementation of a college-wide student success curriculum that will focus on “seven core skills” of student success. We look forward, in the Fall 2019 interim report, to learning of the institution’s success in implementing initiatives to enhance student success, including retention and graduation rates. Our standard on *Educational Effectiveness* is relevant here:

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution’s efforts to improve the learning opportunities and results for students (8.8).

Finally, the scheduling of a comprehensive evaluation in Fall 2024 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Norwalk 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 of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission’s action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

Dr. David L. Levinson
April 19, 2017
Page 3

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

Sincerely,

A handwritten signature in black ink that reads "David P. Angel". The signature is written in a cursive, flowing style.

David P. Angel

DPA/sjp

Enclosures

cc: Mr. Matt Fleury



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GEORGE W. TETLER (2019)
Worcester, MA

President of the Commission
BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

Senior Vice President of the Commission
PATRICIA M. O'BRIEN, SND
pobrien@neasc.org

Vice President of the Commission
CAROL L. ANDERSON
canderson@neasc.org

Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org

Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

April 4, 2017

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of March 24, 2017 to President Cathryn L. Addy notifying her of the action taken by the Commission at its March 2017 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: Dr. Cathryn L. Addy



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

DAVID P. ANGEL, Chair (2018)
Clark University

DAVID QUIGLEY, Vice Chair (2018)
Boston College

KASSANDRA S. ARDINGER (2017)
Trustee Member, Concord, NH

THOMAS S. EDWARDS (2017)
Thomas College

THOMAS CHRISTOPHER GREENE (2017)
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)
Three Rivers Community College

PETER J. LANGER (2017)
University of Massachusetts Boston

DAVID L. LEVINSON (2017)
Norwalk Community College

PATRICIA MAGUIRE MESERVEY (2017)
Salem State University

G. TIMOTHY BOWMAN (2018)
Harvard University

THOMAS L. G. DWYER (2018)
Johnson & Wales University

JOHN F. GABRANSKI (2018)
Haydenville, MA

CATHRAEL KAZIN (2018)
Southern New Hampshire University

KAREN L. MUNCASTER (2018)
Brandeis University

CHRISTINE ORTIZ (2018)
Massachusetts Institute of Technology

JON S. OXMAN (2018)
Auburn, ME

JACQUELINE D. PETERSON (2018)
College of the Holy Cross

ROBERT L. PURA (2018)
Greenfield Community College

ABDALLAH A. SFEIR (2018)
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)
Providence College

HARRY EMMANUEL DUMAY (2019)
Saint Anselm College

JEFFREY R. GODLEY (2019)
Grafton, CT

STEPHEN JOHN HODGES (2019)
Hult International Business School

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

GEORGE W. TETLER (2019)
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Vice President of the Commission
TALA KHUDAIRI
tkhudairi@neasc.org

March 24, 2017

Dr. Cathryn L. Addy
President
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032-3187

Dear President Addy:

I write to inform you that at its meeting on March 2, 2017, the Commission on Institutions of Higher Education considered the information about the institution's federal program review findings submitted by Tunxis Community College and voted to take the following action:

that the information submitted by Tunxis Community College about its federal program review findings be accepted.

The Commission gives the following reasons for its action.

The information about the institution's federal program review findings was accepted because it was substantially responsive to the Commission's request of October 12, 2016. The U.S. Department of Education (DOE) notified the Commission that Tunxis Community College had a liability of \$304,418 due to the Department because the program review team determined that the institution's procedures to monitor a student's attendance to ensure that the student actually attended class the entire semester were not adequate to determine their Title IV eligibility. We are aware that the College has since implemented a new designation for faculty to report students who "never appeared, or who disappeared early in the semester," and has improved faculty awareness of the importance of their role in the process. We further understand that the College will repay the Department for the financial aid received for students whose attendance could not be verified using funding generated by the institution's FY2016 surplus of \$1.6 million. Accordingly, the Commission determined that no further financial reporting need be requested at this time.

The Commission expressed appreciation for the information provided by Tunxis 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.

Dr. Cathryn L. Addy
March 24, 2017
Page 2

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 of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report 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,

A handwritten signature in black ink, appearing to read "David P. Angel".

David P. Angel

DPA/jm

cc: Mr. Matt Fleury



FEDERAL STUDENT AID  START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
NEW YORK - BOSTON TEAM

Dr. Elsa Nunez
President
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226-2295

04/06/2017

OPE ID 00142500

Dear Dr. Nunez:

The New York - Boston School Participation Team is pleased to inform you that, based upon the information included in your Application for Approval to Participate in Federal Student Financial Aid Programs, the Secretary of Education (Secretary) has determined that Eastern Connecticut State University (Institution) satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA). Eastern Connecticut State University will be listed in the next edition of the Directory of Postsecondary Institutions published by the U.S. Department of Education (Department).

OPE ID NUMBER

The OPE ID Number 00142500 is a unique identifier for the Institution. The OPE ID Number will also be the Institution's identification number for the Title IV, HEA programs. Please use the OPE ID Number in all communications with the Department.

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

Please print a copy of the **Eligibility and Certification Approval Report (ECAR)** Together, the **Program Participation Agreement (PPA)** that has been signed on behalf of the Secretary and the ECAR constitute the New York - Boston School Participation Team's determination that the Institution has qualified to participate in programs under the Higher Education Act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs).

The Institution must retain the ECAR and the PPA together.

The ECAR contains the most critical of the data elements that form the basis of the Institution's approval, and also a list of the highest level of offering, any nondegree or short term training programs, and any additional locations that provide 50 percent or more of an educational program that have been approved for the Title IV, HEA programs. The Institution may not award, distribute or disburse any Title IV, HEA program funds for any educational or training program that is beyond the scope of the approval contained

in the ECAR, nor for any additional location providing 50 percent or more of an educational program that has not been approved and is not listed on the ECAR.

- In order to comply with the requirements of 34 CFR 668.8(1), some vocational or nondegree programs may have been approved for fewer credit hours than requested in the Institution's application.
- Vocational and nondegree programs that do not meet the requirements of 34 CFR Parts 600 and 668 have not been approved and are marked in the ECAR as not approved.
- The listing of Vocational Programs in the ECAR contains those nondegree programs that the New York - Boston School Participation Team has determined are eligible programs for participation in the Title IV, HEA programs.
- The ECAR contains a list of HEA programs other than Title IV, HEA programs, for which the Institution is eligible to apply. This list does not mean that the Institution will automatically be eligible to participate in or receive funds under any HEA competitive grant program. Information concerning applications for, and the individual requirements of, the competitive grant program can be obtained from:

Deputy Assistant Secretary
Office of Higher Education Programs
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5140

PROGRAM PARTICIPATION AGREEMENT

The PPA contains the agreement between the Institution and the Secretary concerning the Institution's participation in the Federal student financial assistance programs (Title IV, HEA programs).

CERTIFICATION FOR TITLE IV, HEA PROGRAMS

As explained in the PPA, Title IV, HEA programs administered by participating educational institutions are subject to applicable laws, regulations, and guidelines. Listed below are the appropriate telephone numbers for further information on the HEA programs:

- Federal Pell Grant Program (800) 474-7268
- Federal Family Education Loan Program (202) 377-4008
- Federal Direct Student Loan Program (800) 848-0978

If the Institution wishes to begin participating in the Direct Loan Program or to request a change in its funding method, contact COD School Relations at the Federal Direct Student Loan Program number above or send an email to codsupport@acs-inc.com

- Federal Campus-Based Programs (877) 801-7168

The Federal Campus-Based Programs are (a) the Federal Supplemental Educational Opportunity Grant Program, (b) the Federal Work-Study Program, and (c) the Federal Perkins Loan Program. To obtain funding under any or all of these programs, the Institution must file the Fiscal Operations Report and Application to Participate (FISAP) annually. FISAP packages are typically available at the end of July each year and the due date for electronic submission of this data is generally a postmark or transmission date of October 1. Please keep in mind that the October 1 submission is to obtain funding for the Award Year that begins the following July 1.

If the Institution does not already participate in the Title IV, HEA programs, the Institution must complete Fundamentals of Title IV Administration (Precertification) Training no later than 12 months after the Institution executed the PPA. Completion of this training must be not earlier than one year before beginning to participate in any Title IV, HEA program for which the Institution has not previously participated. If you wish to register for Fundamentals of Title IV Administration (Precertification) Training, please register at <http://www.register123.com/event/profile/web/index.cfm?PKwebID=0x112117625&varPage=info>. For information concerning the training, contact the New York - Boston Team at the telephone number listed later in this letter.

Participating educational institutions will be reviewed at least once every six years to determine whether the institutions remain administratively capable and financially responsible to administer Title IV programs and funds.

REPORTING AND REAPPLICATION REQUIREMENTS

The Institution must report promptly to the Department certain changes and actions that affect the Institution's participation approval, as specified in 34 CFR 600 and 668, including, but not limited to:

- Change of name and/or address;
- New contract or significant modification of existing contract with a third party servicer;
- Change in exercise of a person's substantial control over the Institution, e.g., a change in the chief executive officer or members of the board of trustees or board of directors.
- Change in the way the Institution measures educational program length;
- Change in the level of course offerings;
- Additions and/or closures of non-main campus locations that offer at least 50% of an educational program;
- Change of accrediting agency;
- Change of the State agency that confers legal authority on the Institution to offer programs of postsecondary education; or
- Change in ownership *whether or not* that ownership change results in a change in control of the Institution.

If the Institution fails to report any such changes within ten days after the change occurs, the ability of the Institution to administer the Title IV student financial assistance programs properly will be called into question. As a consequence, we will consider whether it is necessary to monitor the Institution's receipt of Federal funds more closely. Failure to report changes within the time frame required may also result in an adverse action being taken against the Institution in accordance with 34 CFR 668, Subpart G.

Automatic Termination of Approval

This Approval for Institutional Participation automatically terminates on the happening of any of the following events:

- December 31, 2019
- The date the Institution loses the legal authority to offer programs of postsecondary education in the State in which it is located;
- The date the Institution loses accreditation from its designated primary accrediting agency;
- The date the Institution ceases to offer all approved postsecondary instruction;
- The date the Institution merges with another institution;
- The date the Institution undergoes a change in ownership resulting in a change of control;
- The date the Institution files for bankruptcy; or
- The date the Institution otherwise ceases to meet the definition of an eligible institution of higher

education.

Please send all information or documentation required by this letter to:

United States Department of Education Federal Student Aid, Schools Channel Attention: New York - Boston School Participation Team Financial Square 32 Old Slip 25th Floor New York, NY 10005-3534

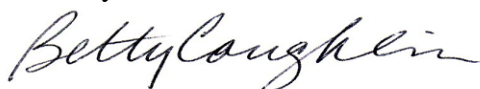
One of the institutional eligibility requirements is that the institution must admit as regular students only persons who have a high school diploma; have the recognized equivalent of a high school diploma; or are beyond the age of compulsory school attendance in the State in which the institution is physically located (see 34 CFR 600.4, 5 or 6). This means if the student is not yet beyond the age of compulsory school attendance in the State in which the institution is physically located, the institution can only enroll the individual as a regular student if he or she has a high school diploma or its equivalent.

One of the student eligibility requirements is that an eligible student is one who is not enrolled in either an elementary or secondary school (see 34 CFR 668.32). This means that an institution cannot accept as a regular student at this school, an individual who is also enrolled at the same time in elementary or high school.

The Department has approved the Institution's continued participation in the TEACH Grant Program based on the following: The Institution provides a teacher preparation program that is approved by a State, and the program includes a minimum of 10 weeks of full-time pre-service clinical experience, or its equivalent; and provides either pedagogical coursework or assistance in the provision of such coursework.

The telephone number for the New York - Boston Team is (646) 428-3750. The fax number is (646) 428-3742.

Sincerely,



Elizabeth Coughlin
Area Case Director
School Participation Team, NE
New York/Boston Team

cc: Mrs. Jennifer C. Horner, Director of Financial Aid
New England Association of Schools and Colleges - CHE (Higher Educ)
Guarantee Agency
CT Board of Regents for Higher Education

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to BOR Office: May 1, 2017
Most Recent NEASC Institutional Accreditation Action and Date: 5 th Year Interim Report accepted February 2017	
Characteristics of Below-Threshold Offering Name of Offering: Child, Family, and Community Studies Type of Offering (e.g. Grad Certificate, Minor, Option) Minor Anticipated Initiation Date: Fall 2017 Anticipated Date of First Completion (if applicable): Spring 2019 Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 6 credits # Cr of Electives: 12 credits # Cr of Other: 0 # Cr Special Requirements (e.g. internship): 0 Total # Cr the Institution Requires to Award the Concentration: 18 credits
Suggested CIP Code No. (if applicable) N/A Title of CIP Code CIP Year: 2000 or 2010	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts and Sciences, Interdisciplinary Studies Program, SCSU campus	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The Early Childhood Teaching Credential Program (ECTC) is an approved TAP Pathway that responds to a new CT state statute requiring a percentage of head teachers in state or federally funded early childhood and childcare settings to hold a bachelor's degree and have the Early Childhood Teacher Credential Level B (ECTC Level B).</p> <p>The State of Connecticut Office of Early Childhood (OEC) issues the Early Childhood Teacher Credential at Level A (with an associate's degree) and Level B (with a bachelor's degree). Currently, students who complete an associate's degree in Early Childhood at a CT Community College are recommended for and receive the ECTC Level A credential.</p> <p>The first level of credentialing, ECTC A, can now be completed at a CT Community College as an TAP associate's degree; the second level, ECTC B, can be completed at Eastern, Southern, or Charter Oak State College as a bachelor's degree. <i>TAP students transferring to Southern to complete their Early Childhood Teaching Credential B will do so by earning a BA in Interdisciplinary Studies comprised of this 18cr concentration (minor) in Child, Family, and Community Studies and an 18cr concentration (minor) in Early Childhood Curriculum and Pedagogy.</i></p> <p>Students who successfully graduate from SCSU with a BA in Interdisciplinary Studies comprised of concentrations in Child, Family and Community Studies and Early Childhood Curriculum and Pedagogy will be recommended by SCSU to the CT State Office of Early Childhood for the Early Childhood Teacher Credential Level B (ECTC Level B). The Office of Early Childhood has made an extensive review of all curriculum, including this concentration, and the assessments that comprise Southern's ECTC B TAP Pathway.</p> <p>Southern's ECTC B TAP Pathway Program has been created in partnership with the CT State Office of Early Childhood in response to the childcare needs of the greater New Haven region, in line with our University mission to serve the public good. Area early childhood care providers, agencies supporting early childhood development, and the community college campuses near SCSU have advocated for this opportunity for the region's childcare workers to gain a BA and the ECTC B credential.</p> <p>This below-threshold notification is for the 18cr Child, Family and Community Studies concentration (minor); another</p>	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

below-threshold notification has been prepared for the 18cr concentration (minor) in Early Childhood Curriculum and Pedagogy. This concentration was developed by the Interdisciplinary Studies Program Director and Steering Committee and the Department of Curriculum and Instruction in consultation with faculty from the Child Life Specialist program and the Sociology and Psychology Departments. This concentration includes coursework from departments with different disciplinary perspectives in the study of children, families and communities: Recreation and Leisure Studies, Teaching English as a Second Language, Education, Sociology, and Psychology.

Constructing the ECTC B TAP pathway from a BA in Interdisciplinary Studies comprised of this 18cr concentration in Child, Family and Community Studies and an 18cr concentration in Early Childhood Curriculum and Pedagogy allows Southern to also serve non ECTC B seeking students who wish to complete the 18cr concentration in Child, Family and Community Studies. The BA in Interdisciplinary Studies provides flexibility for students to construct programs of study around academic interests not already served by a major. This 18cr concentration in Child, Family and Community Studies, while a requirement for students following the ECTC B TAP pathway, will also be available to other Interdisciplinary Studies majors who have an interest in this area of study. For example, an Interdisciplinary Studies major planning to work in the non-profit sector on issues related to public health and children could combine this Child, Family and Community Studies concentration (minor) with a Public Health concentration (minor) to construct a BA-Interdisciplinary Studies degree program that met their academic and career needs.

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

The courses within this concentration already exist; no additional resources will be needed for this program.

Institutional Contact for this Proposal: Dr. Ellen D. Durnin

Title: Provost and VP
for Academic Affairs

Tel.: 203-392-5350 e-mail:
durnin@southernct.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. *(if applicable)* ²

Title of CIP Code

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

² If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Required Courses <i>These courses are required for students seeking the ECTC B credential.</i>				Elective Courses <i>Students seeking the ECTC B credential will choose two; students not seeking the ECTC B credential may take any 6 courses, from either column, to complete the concentration.</i>		
REC 202: Methods and Materials, Birth to Five	1,3		3	REC 307: Disabilities in Society	2	3
REC 312: Therapeutic Play	1		3	REC 403: Mediating Problems in Community Settings	2	3
EDU 305 Beginning Readers	1		3	PCH 356: Maternal and Child Health	1,3	3
TSL 315: Foundations in Bilingual Education	1, 3		3	PSY 210: Infant and Child Development	1	3
				PSY 318: Emotional and Social Development	2	3
				PSY 320: Abnormal Child Psychology	1	3
				PSY 370: Educational Psychology	2,3	3
				SOC 265: Self and Society	2	3
				SOC 320: Sociology of Children	1	3
				SOC 322: Sociology of the Family	2	3
				EDU 316: Child Development for Educators	1	3
				EDU 414: Applications of Child Development	1,3	3
Prerequisites						
Departmental permission for REC and EDU courses				PSY 100 for PSY 210, PSY 318, PSY 320, PSY 370		
Junior standing for TSL 315				SOC 100 for SOC 265, SOC 320, SOC 322		
				Departmental permission for REC and EDU courses		
Total Other Credits Required to Issue Credential					0	18

Other Details: This is an Interdisciplinary Studies concentration. The BA in Interdisciplinary Studies is a 120 cr degree program that requires students to complete two 18 cr concentrations and all other SCSU general education and graduation requirements.

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.)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

1. LO: Knowing and understanding young children's characteristics and needs. Possible Assessment: There are a number of courses within this concentration that will address this key learning outcome for students. Within these courses, the ways that this will be assessed will vary depending on the course. For instance, in EDU 316, students would engage in a Child Studies Project, where the students will follow approved practices found within early childhood education to watch a child within both formal and informal settings, interview care givers, to write an detailed description of the child and assess and make recommendations for ways their care givers might modify the educational context to best meet the child's developmental needs.
2. LO: Knowing about and understanding diverse family and community characteristics. Possible Assessment: There are a number of courses within this concentration that will address this key learning outcome for students. For example, REC 403: Mediating Problems in Community Settings, students will explore the experiences and research behind family-school-community partnerships. Through readings, discussions, and form papers, students will challenge the limited and traditional view of parent involvement and consider culturally responsive approaches to relationship building.
3. LO: Using research-based knowledge of family dynamics, family development stages and parenthood, understand family diversity and the need to address such diversity within the delivery of community-based programs. Possible Assessment: There are a number of courses within this concentration that will address this key learning outcome for students through traditional and alternative research based projects.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

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Suggested CIP Code No. (if applicable) N/A Title of CIP Code CIP Year: 2000 or 2010	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Arts and Sciences, Interdisciplinary Studies Program, SCSU campus	
Description of Offering, Context and Justification <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The Early Childhood Teaching Credential Program (ECTC) is an approved TAP Pathway that responds to a new CT state statute requiring a percentage of head teachers in state or federally funded early childhood and childcare settings to hold a bachelor's degree and have the Early Childhood Teacher Credential Level B (ECTC Level B).</p> <p>The State of Connecticut Office of Early Childhood (OEC) issues the Early Childhood Teacher Credential at Level A (with an associate's degree) and Level B (with a bachelor's degree). Currently, students who complete an associate's degree in Early Childhood at a CT Community College are recommended for and receive the ECTC Level A credential.</p> <p>The first level of credentialing, ECTC A, can now be completed at a CT Community College as an TAP associate's degree; the second level, ECTC B, can be completed at Eastern, Southern, or Charter Oak State College as a bachelor's degree. <i>TAP students transferring to Southern to complete their Early Childhood Teaching Credential B will do so by earning a BA in Interdisciplinary Studies comprised of this 18cr concentration (minor) in Child, Family, and Community Studies and an 18cr concentration (minor) in Early Childhood Curriculum and Pedagogy.</i></p> <p>Students who successfully graduate from SCSU with a BA in Interdisciplinary Studies comprised of concentrations in Child, Family and Community Studies and Early Childhood Curriculum and Pedagogy will be recommended by SCSU to the CT State Office of Early Childhood for the Early Childhood Teacher Credential Level B (ECTC Level B). The Office of Early Childhood has made an extensive review of all curriculum, including this concentration, and the assessments that comprise Southern's ECTC B TAP Pathway.</p> <p>Southern's ECTC B TAP Pathway Program has been created in partnership with the CT State Office of Early Childhood in response to the childcare needs of the greater New Haven region, in line with our University mission to serve the public good. Area early childhood care providers, agencies supporting early childhood development, and the community college campuses near SCSU have advocated for this opportunity for the region's childcare workers to gain a BA and the ECTC B credential.</p> <p>This below-threshold notification is for the 18cr Early Childhood Curriculum and Pedagogy concentration (minor);</p>	

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12

another below-threshold notification has been prepared for the 18cr concentration (minor) in Child, Family and Community Studies. This concentration was developed by the Interdisciplinary Studies Program Director and Steering Committee and the Department of Curriculum and Instruction. This concentration provides students with a course of study that deepen their understanding of theory, teaching methods, and curriculum development within Early Childhood education. Fieldwork and a practicum will be required within a number of these courses. The coursework in this concentration builds upon the knowledge, skills and dispositions developed within associate's degree programs in Early Childhood programs, deepening students' understandings of curriculum and pedagogy and honing their leadership and advocacy skills.

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

The courses within this IDS concentration consist of five courses, four of which were newly created to meet the needs of students seeking the ECTC Level B. The courses will be taught from the School of Education, Department of Curriculum and Learning department. The department recently hired a new faculty member in the field of ECE to support the offering of these courses.

Institutional Contact for this Proposal: Dr. Ellen D. Durnin

Title: Provost and VP
for Academic Affairs

Tel.: 203-392-5350 e-mail:
durnin@southernct.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

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Title of CIP Code

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Date for Inclusion in BOR-ASA Meeting Package:

Comments

² If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

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SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Required Courses				Other		
*EDU 352: Early Childhood Integrated Curriculum, Observation, and Assessment	1,2,3		3			
*EDU 331: Postive Guidance and Culturally Responsive Pedagogy	1,2		3			
*EDU 416: Leadership, Policy, and Professionalism in Early Childhood Education	1,2		3			
*EDU 456: Practicum and Seminar	1,2,3		6			
SED 235: Early Childhood Special Education	1,2,3		3			
Prerequisites						
Early Childhood courses within the TAP Associate's degree ECTC A programs and departmental permission will be pre-requisites to all courses in this concentration.						
Total Other Credits Required to Issue Credential					0	18

Other Details: This is an IDS concentration. The BA in IDS requires that students take two concentrations and complete all other general education university requirements, including meeting the requirements for our three tiered general education program (called the LEP). The total credit requirement for the BA-IDS is 120 credits.

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. LO: Create classroom environments for young children that are inclusive of children with diverse learning needs and support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies. Assessment: In EDU 331 students will write a Philosophy of Responsive Classroom Community development.
2. LO: Individualize and adapt practices for each child based on ongoing assessment, including the implementation of individualized Health Care Plans for children with chronic illness. Assessment: In EDU 456 students will develop an Integrated Curriculum Project that includes plans for differentiation.
3. LO: Use systematic procedures within and across environments for young children, activities and routines to promote children's learning, participation, and membership. Assessment: Field observations by Cooperating Teacher and Supervisor using observational rubric.

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New Course Descriptions:

EDU 331: Positive Guidance and Culturally Responsive Pedagogy

Examination of the research, theories, and practices related to effective classroom management and support for children's social/emotional development in early childhood settings. A focus will be on culturally responsive approaches to positive guidance and classroom climate to effectively meet the needs of all students. Methodologies for supporting children with significantly challenging behavior in the classroom will be included.

EDU 352: Early Childhood Integrated Curriculum and Assessment

Exploration of the principles of learning, curriculum and pedagogy, as well as the relationship among assessment, instruction and monitoring learning. The roles of play, inquiry and active exploration in learning for both Infant/Toddler and Pre-k students will be explored. Focus will be on the implementation of effective early childhood programs for young children from diverse cultures and children with varied learning needs, as well as the use of authentic assessment strategies to describe a child's learning strengths and instructional needs.

EDU 416: Leadership, Policy and Professionalism in ECE

Study of the impacts of policies on early childhood programs, practitioners, children, and families. Focus on the development of knowledge, skills and dispositions to advocate for and to be engaged actively in early childhood policy initiatives. Exploration of historical and current trends and issues involving legislation and policy in early childhood education, bilingual education, early childhood special education, and multicultural education. Focus on the role of social advocacy, development of advocacy skills, and collaboration and consultation with other professionals and staff in early childhood education.

EDU 456: Early Childhood Practicum and Seminar

Completion of a minimum of 200 hours in an early childhood setting. A practicum supervisor will meet with the student regularly to discuss observations and provide support where necessary. A weekly seminar will be held to supplement the corresponding practicum. Issues and current practices in early childhood education will be discussed. Topics include Connecticut/NAEYC regulations and standards, family involvement, classroom management, differentiation among others.