CSCU

BOR ACADEMIC & STUDENT AFFAIRS
COMMITTEE MEETING AGENDA
Friday, March 8, 2024 @ 9:30 a.m.
Conducted via Remote Participation Meeting will live stream at:
https://youtube.com/live/oPxFMddRFgU?feature=share

1. <u>Call to Order</u>: Declare Quorum

2. <u>Approval of Minutes</u> – February 2, 2024 – *Page 1*

3. <u>Central Connecticut State University Report</u> – Dr. Kimberly Kostelis, Provost
   a. Academic Updates
   b. New Program
      i. Criminal Justice Administration – MA – *Page 6*   **Vote Needed**
   c. **Endowed Chair Reports**   **Information Only**
      i. American Savings Foundation Endowed Chair in Banking and Finance – *Page 41*
      ii. Gov. William A. O'Neill Endowed Chair in Public Policy and Practical Politics – *Page 44*
   d. **Below Threshold**   **Information Only**
      i. Artificial Intelligence – Concentration – *Page 52*
      ii. Artificial Intelligence – New Degree Minor – *Page 57*
      iii. Criminal Justice Leadership – New Graduate Certificate – *Page 61*
      iv. Cultural Resource Management – New Graduate Certificate – *Page 73*
      v. Cultural Resource Management – New Undergraduate Certificate – *Page 86*
      vi. Forensic Counseling – New Graduate Certificate – *Page 98*
      vii. Victim Advocacy – New Graduate Certificate – *Page 110*

4. <u>Western Connecticut State University Report</u> – Dr. Stephen Hegedus, Provost
   a. Academic Updates
   b. New Program
      i. Comprehensive Special Education Paraprofessional Program – BS – *Page 122*   **Vote Needed**
   c. **Below Threshold**   **Information Only**
      i. MBA – New Concentration – *Page 144*

5. <u>Connecticut State Community College</u> – Dr. Levy Brown, Provost
   a. Academic Updates
   b. Discontinuation
      i. Meetings, Conventions and Special Events Management – Certificate – *Page 152*   **Vote Needed**
   c. Modifications
      i. Music Studies – AA – Name Change – *Page 156*   **Vote Needed**
      ii. Music – AA – Modification of an Accredited Program – *Page 159* **Vote Needed**
   d. New Program
      i. Land Surveying and GIS – Certificate – *Page 175*   **Vote Needed**
   e. **Below Threshold**   **Information Only**
      i. Bookkeeping – Certificate – Program Modification – *Page 194*
      ii. Electronics Technician – New Certificate – *Page 198*
      iii. Public Utility Management – New Certificate C2 – *Page 204*

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

iv. Surgical Technology – AS – Program Modification – *Page 212*

6. <u>Honorary Degrees</u>   **Vote Needed**
   a.   Charter Oak State College – *Page 221*
   b.   CT State Community College – Housatonic – *Page 224*
   c.   Eastern CT State University – *Page 225*
   d.   Southern CT State University – *Page 226*

CSCU

BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE
MEETING AGENDA
Friday, February 2, 2024 @ 9:30 a.m.

Regents Present: Committee Chair Ira Bloom, Regent Juanita James, Regent James McCarthy, Regent Richard Porth

Members: Professor Colena Sesanker

Staff Present: Terrence Cheng, Aynsley Diamond, Pamela Heleen, Tamara O'Day Stevens, Kaylah Davis

Other Attendees: Donna Bontatibus, Jess Boronico, Levy Brown, Jill Flanigan, Stephen Hegedus, Bruce Kalk, Kim Kostelis, H. Justin Moore, Joan Palladino, David Petroski, Robert Prezant, Kari Sassu, Elena Schmitt, Timothy St. James, Michael Stefanowicz

The meeting was called to order at 9:30 a.m. by Committee Chair Ira Bloom.

1. Call to Order: Declare Quorum

2. Approval of Minutes - December 1, 2023
    Committee Chair Ira Bloom asked for a motion to approve the December 1st, 2023 minutes. On a motion by Regent Richard Porth, second by Regent James McCarthy a vote was taken, and the minutes were approved unanimously.

    Committee Chair Ira Bloom advised that there are three discontinuations and eight modifications on the agenda. Items that are programmatically related will be considered and voted on at the same time.

3. Discontinuations
    a. SCSU - Media Studies – BA
        Items 3.a. and 4.b. are connected and were discussed and voted on together.
        Dr. Robert Prezant, Dr. Bruce Kalk, and Dr. David Petroski presented. Southern Connecticut State University requested the discontinuation of the Media Studies Bachelor of Science program. Dr. Kalk advised that the Media Studies and Communication departments have merged and they are now merging curriculum. Dr. Petroski added that the curriculum merge will streamline the pre-requisite process, making it is easier for transfer students to enter and complete the degree. **Committee Chair Ira Bloom asked for a motion to approve the discontinuation and modification. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the discontinuation and modification were approved unanimously.**

    b. CT State – Cybersecurity Operations – Certificate
        Items 3.b., 3.c., and 4.g are connected and were discussed and voted on together.
        Dr. Levy Brown, Michael Stefanowicz, and Dr. H. Justin Moore presented. CT State Community College requested the discontinuation of the Cybersecurity Operations Certificate program. Under the Computer Science program umbrella there are 31 degrees and certificates. With having overlapped and redundant options, enrollment is diluted. The Computer Science faculty are working to streamline enrollment by eliminating the certificate and associate degree, as there are better options to move students into. The two discontinuations have only four students enrolled, and they can be enrolled into a better fitting program and obtain training on industry recognized credentials. Regent Juanita James commended the elimination of redundancies and making programs more

relevant. She inquired if an approach to determine relevant programs and review redundancies in offerings is being developed as this process continues, and how is it determined if goals and intentions are met within a particular timeframe. Dr. Moore advised that faculty are looking to improve student success outcomes and earning credentials, and there is improvement in recognizing where there may be redundancies. The timeframe to determine the outcome and success of efforts to identify and eliminate redundancies depend on the type of program. The outcome of these measures can be seen after one year for certificates, and two to three years for an associate degree program. Regent Richard Porth added his excitement on the collaborative process, and inquired if this type of collaboration occurs across other discipline areas. Dr. H. Justin Moore advised that since the governance structure allows for representation in all discipline areas, there has been more participation since the initial alignment. As this alignment process continues, new innovative programs will come forth and redundancies will be recognized. Especially within the college of technology, collaboration has been occurring and will increase. Dr. Levy Brown added that collaboration is a strength and leads to positive outcomes for students.

Regent James McCarthy echoed comments, adding this was the hope upon consolidation of the community college campuses. He also inquired whether reducing similar programs with smaller numbers, will make it easier for students to enroll in a course at another campus and if there has been an increase in cross campus enrollment. Dr. H. Justin Moore commented that there were many specialized courses offered at single campuses with low course enrollment, and by eliminating them more students can enroll in courses offered at other campuses and increase the course enrollment numbers. This will bring faculty together and make programs stronger.

Professor Colena Sesanker commented that there is always benefit with increased collaboration across the system and added emphasis on the importance of reporting and evaluation on measures of success. With the balance of diversity across campuses, she questions how to ensure that we serve the wide range of students, keeping in mind demographics, as well as the challenges of public transportation within the state and the needs of community for first generation students.

Committee Chair Ira Bloom inquired on modality. Dr. H. Justin Moore confirmed that courses are offered with a mix of modalities. Students will have on ground courses closest to them; but with computer science courses, there are flexible options, including hyflex and online remote. When scheduling courses, student and Guided Pathway Advisor feedback is important and they are responsive to that.

Regent Juanita James noted her appreciation for Professor Colena Sesanker's comments, adding that she worked in partnership with a few of the community colleges to provide wrap around support services for students that needed it. She added that there are opportunities to partner with organizations and institutions to supplement funding for types of needs outside of the state budget.

Committee Chair Ira Bloom asked for a motion to approve the discontinuations and modification. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the discontinuations and modification were approved unanimously.

  c. CT State – Cybersecurity – AS
  Items 3.b., 3.c., and 4.g are connected and were discussed and voted on together (see 3.b. above).

4. Modifications
   a. SCSU – Business Administration – Masters – Program Modification
   Dr. Robert Prezant and Dr. Jess Boronico presented. Southern Connecticut State University requested approval for the modification to the Master of Business Administration program. These are changes to the STEM component of the program to align with best practices and industry standards, as well as a change in the number of credit hours, allowing students to take electives. These changes will increase competitiveness, and the change in CIP will engage a broader range of students.
   Regent Juanita James commended the work being done and thought put into the request, adding that this is an excellent approach to be more competitive in this degree area.
   Regent Richard Porth added his excitement about the recommendation its efforts to widen reach, and an opportunity to make similar recommendations in future.
   Committee Chair Ira Bloom asked for a motion to approve the modification. On a motion by

Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the modification was approved unanimously.

b. SCSU – Communication – BS - Modification of Courses – Course Sub
Items 3.a. and 4.b. are connected and were discussed and voted on together (see 3.a. above).

c. SCSU – School Health Education – MS – Modification in Modality
Dr. Robert Prezant presented. Southern Connecticut State University requested approval for the modification to the Master of Science in School Health Education program. The modification is changes the mode of delivery to offer the program fully online. This program is currently offered on ground and online but was shifted to fully online during the pandemic with success.
Committee Chair Ira Bloom asked for a motion to approve the modification. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the modification was approved unanimously.

d. WCSU – Criminal Justice – BS – Modification of CIP Code
e. WCSU – Justice and Law Administration – BS – Application for Name Change
Items 4.d and 4.e. are connected and were discussed and voted on together.
Dr. Stephen Hegedus and Dr. Joan Palladino presented. Western Connecticut State University requested approval for modifications to the Bachelor of Science in Criminal Justice and Bachelor of Science in Justice and Law Administration programs. The modification for the Justice and Law Administration program is for a name change to increase visibility when searching online and increase in enrollment. The modification to the Criminal Justice program is to the CIP code to be more indicative of the program. Neither modification changes the curriculum.
Committee Chair Ira Bloom asked for a motion to approve the modifications. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the modifications were approved unanimously.

f. CT State – Health Information Technology Data Management – Modification to Accredited Program
Dr. Levy Brown, Michael Stefanowicz, and Jill Flanigan presented. CT State Community College requested approval for the modification to the Health Information Technology Data Management program. The change is for additional credit hours in Anatomy and Physiology, as industry partners and field demands require interpretation of medical terminology. The successful completion of A&P coursework will ensure the interpretation requirement is met.
Committee Chair Ira Bloom asked for a motion to approve the modification. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the modification was approved unanimously.

g. CT State – Cybersecurity Essentials – Certificate 2 – Program Modification Name Change
Items 3.b., 3.c., and 4.g were discussed and voted on together (see 3b. above).

h. CT State – Computer Networking Technology – Certificate 2 – Program Modification Name Change
Dr. Levy Brown, Michael Stefanowicz, and Dr. H. Justin Moore presented. CT State Community College requested modification to the Computer Networking Technology, Certificate 2 program. The modification is a change in name to provide clarity on the computer related certificates offered. These are connected to the Cyber Security changes as previously discussed.
Committee Chair Ira Bloom inquired on the challenges as things change in computer science programs. Michael Stefanowicz advised that curriculum is not locked in, and curriculum changes can be made as changes in the field are taking place, ensuring that faculty can respond and incorporate them into the curriculum.
Regent Juanita James commented on the paradigm shift in this area, and the need to pay attention to those changes.
Committee Chair Ira Bloom asked for a motion to approve the modification. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the modification was

approved unanimously.

   i.   SCSU – TESOL – BA
Dr. Robert Prezant, Dr. Bruce Kalk, Dr. Kari Sassu, and Dr. Elena Schmitt presented. Southern Connecticut State University requested approval for a new Bachelor of Arts program, Teaching English to Speakers of Other Languages (TESOL). There is growth in multicultural communities, especially in urban areas, and the need and employment opportunities in this area are growing. Dr. Kalk discussed the shortage within pre-K through 12 public schools, with an increased proportion of English language learners in CT that is projected to increase in the coming years. There are only ten undergraduate level TESOL programs nationwide, only one in the northeast. There are no additional faculty resources necessary for the program. Dr. Sassu added that culturally competent educators possessing unique skills are critical to ensuring student success. Dr. Schmitt added that the program would be a great service to the public schools, as ESL teachers support students in other areas, as well. Regent Richard Porth commented his pleasure with the initiative, especially that this will be the second offering in the northeast, and it is an opportunity for us to serve.
Committee Chair Ira Bloom confirmed the program is undergraduate. Dr. Schmitt advised that there are master's level programs in this area offered at SCSU and CCSU, but nothing available at the baccalaureate level. In market analysis, students have shown interest in getting initially certified in TESOL, and a baccalaureate level program will be able to grow that population sooner.
Regent James McCarthy added thanks for addressing needs of the state and substantial workforce shortage.
Regent Juanita James added kudos and excitement for this program.
Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the new program was approved unanimously.

5. <u>Centers and Institutes</u>
   a. SCSU – The Research Center on Values in Emerging Science and Technology
Dr. Robert Prezant and Dr. Bruce Kalk presented. Southern Connecticut State University requests approval for the continuation for The Research Center on Values in Emerging Science and Technology (RC-VEST). RC-Vest has been a fixture on campus, is sponsor for the notable speaker series, and remains self-sustaining.
Committee Chair Ira Bloom commented that generative AI is not referenced in the proposal, and inquired if the center will engage in this area. Dr. Bruce Kalk confirmed that they will discuss plans for this with Professor Sarah Roe.
Committee Chair Ira Bloom asked for a motion to approve the Center continuation. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the continuation was approved unanimously.

6. <u>CSU Promotion</u>
   a. Western Connecticut State University
Committee Chair Ira Bloom asked for a motion to approve the promotion. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the promotion was approved unanimously.
Dr. Hegedus made comment of a spelling error to President Manohar Singh's name. Pam Heleen advised this has been corrected.

7. <u>Below Threshold</u> – Information Only
   a. SCSU – Computer Science – MS - Modification in Credits
   b. SCSU – English – BA – Modification – Curricular Revision
   c. SCSU – English BS – Program Modification
   d. SCSU – Music – BA – Program Modification
   e. SCSU – Music Therapy – BS – Program Modification
   f. SCSU – Women, Gender, and Leadership – Graduate Certificate – New Certificate

g. CT State - Health Information - Clinical Coding – Certificate - Addition of Course
h. CT State - Radiography Program – Middlesex - Modification in Course
i. CT State - Respiratory Care – AS – Modification

Kaylah Davis made note for item 8.a. The modality checkbox indicates the program is moving to online, however, the program will remain hybrid.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent James McCarthy, second by Regent Richard Porth, a vote was taken, and the motion to adjourn was approved unanimously at 10:26 a.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Criminal Justice Administration (CIP Code: 43.0103, OHE# TBD) leading to a Master of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____
Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Criminal Justice Administration, leading to a Master of Arts at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Criminal Justice Administration	
CIP Code	43.0103	
OHE# (Leave blank for new programs)		
Degree Level	Master of Arts	
Number of Collegiate Credits	30	
Date of Action (Anticipated)	03/21/2024	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground _ Hybrid X HyFlex _ Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The Master of Arts degree in Criminal Justice Administration is designed to provide professionals working in the field with the knowledge and skills required for leadership positions and advancement in criminal justice and related fields. The program aims to enhance the decision-making and administration skills of students through in-depth focus on evidence-based practices, program development and evaluation, and effective management of employees and organizations at the local, state, and federal level.

PROPOSAL

The Department of Criminology and Criminal Justice proposes the development of a Master of Arts in Criminal Justice Administration geared towards practitioners in the criminal justice and related fields. The M.A. in Criminal Justice Administration will be offered as a 30-credit program, centered around a 12-credit Criminal Justice Leadership Certificate, that will provide students with core knowledge and skills to be effective leaders at any organizational level. Students then choose 18

elective credits to complete the M.A. These elective credits can be chosen at random, or students can choose to take electives that combine to complete additional certificates in specialized areas (Forensic Counseling, Victim Advocacy, Advanced Detective). Using this model, students can earn stackable certificates in these areas of specialization, such as forensic counseling and victim advocacy, AND their M.A. in Criminal Justice Administration, a unique feature among criminal justice programs.

The development of a degree program specifically for professionals in criminal justice and related fields targets a student population that finds the inflexibility of in-person meetings challenging, particularly early-career professionals that may work varying shifts. The proposed new M.A. in Criminal Justice Administration aims to address these limitations by creating offerings that can be completed in a HyFlex course format and stackable certificates that allow students to complete as much or as little of the offerings as they choose.

A market analysis conducted by Hanover Research (2023, Appendix A) found that offering of online or hybrid programs was the norm among traditional criminal justice master's degrees, a learning modality that Central's HyFlex M.A. in Criminal Justice Administration will also achieve. Additionally, their research concluded that master's degree programs in Criminal Justice Administration and related fields are experiencing stable student interest, and an increase in conferrals in New England, and nationally, over the past five years (Hanover Research, 2023). In terms of the need and viability, they note "the proposed degree would capitalize on the relative rarity of "Criminal Justice Administration" as a program title, while its stackable structure would provide a unique differentiator in the market and promises to open the program to a wider range of professionals. These differentiators, along with the HyFlex format that holds the potential to tap into a wider national audience, recommend the program's development, while CCSU's existing resources in the field and the relatively low onboarding cost undergird its fiscal viability" (Hanover Research, 2023, pg. 2).

[STUDENT RECRUITMENT AND ADMISSION REQUIREMENTS](#)

[PRO FORMA](#)

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost:

Institution: Central Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in accreditation; approved at the Commission's meeting on 4/12/19**

Program Characteristics

Name of Program: **Criminal Justice Administration**

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Master of Art**

Modality of Program *(check all that apply)*: ☐ On ground ☐ Online **X** Hybrid, % of fully online courses **60%**

Locality of Program: **X** On Campus ☐ Off Campus ☐ Both **(HyFlex)** CCSU has classrooms that allow for simultaneous streaming so that students can be on ground OR streaming live (synchronous). Faculty teaches course in the classroom.

Anticipated Program Initiation Date: **Fall 2024**

Anticipated Date of First Graduation: **Spring 2026**

Total # Credits in Program: **30**

Credits in General Education: **0**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **2 academic years**

CIP Code Number: **43.0103**   Title of CIP Code: **Criminal Justice/Law Enforcement Administration**

Department where program is housed: **Criminology & Criminal Justice**

Location Offering the Program *(e.g., main campus)*: **CLASS, Central Connecticut State University**

Provide estimated cost of program (tuition and fees): $ ____ OR url for link to tuition/fee information: **https://www.ccsu.edu/tuition-aid**

Request for SAA Approval for Veterans Benefits? **No**

Program website: **https://www.ccsu.edu/criminology**

Provide the intended catalog description for this program:

The Master of Arts degree is designed to provide professionals working in the field with the knowledge and skills required for leadership positions and advancement in criminal justice and related fields. The program aims to enhance the decision-making and administration skills of students through in-depth focus on evidence-based practices, program development and evaluation, and effective management of employees and organizations at the local, state, and federal level.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: ____ CIP: ____ OHE#: ____ BOR Accreditation Date: ____

Phase Out Period ____ Date of Program Termination ____

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No
Not applicable

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:

- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Not applicable

Primary Institutional Contact for this Proposal

Name: Michelle Cubellis

Title: Associate Professor of Criminology & Criminal Justice; Graduate Program Director

Phone: 860-832-3011

Email: macubellis@ccsu.edu

Secondary Institutional Contact for this Proposal

Name: Reginald Simmons

Title: Professor of Criminology & Criminal Justice; Department Chair

Phone: 860-832-3134

Email: simmonsred@ccsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):
- College/School: April 4, 2023

- Curriculum committee: April 20, 2023

- Faculty senate: July 16, 2023

- Institutional president: June 6, 2023

NOTES:
- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program

o undergraduate certificates ≤ 15 credits

o graduate certificates ≤ 12 credits

o non-credit bearing certificates

o programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose

- statement describing how the program meets students' educational goals and career objectives

- description of relevant national or local educational trends and connection of these to the program

- discussion of relevant faculty expertise and commitment with respect to the program

- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program

- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)

- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.

- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

The Department of Criminology and Criminal Justice proposes the development of a Master of Arts in Criminal Justice Administration geared towards practitioners in the criminal justice and related fields. The foundation of the program is a Leadership Certificate with the option of additional certificates or elective courses geared toward their professional area of expertise to complete requirements for the master's degree.

The M.A. in Criminal Justice Administration is offered as a 30-credit program, centered around a 12 credit Criminal Justice Leadership Certificate, that will provide students with core knowledge and skills to be effective leaders at any organizational level. Students then choose 18 elective credits to complete the M.A. These elective credits can be chosen at random, or students can choose to take electives that combine to complete additional certificates in specialized areas (Forensic Counseling, Victim Advocacy, Advanced Detective). Using this model, students can earn stackable certificates in these areas of specialization, such as forensic counseling and victim's advocacy, AND their M.A. in Criminal Justice Administration, a unique feature among criminal justice programs.

The development of a degree program specifically for professionals in criminal justice and related fields targets a student population that finds the inflexibility of in-person meetings challenging, particularly early-career professionals that may work varying shifts. The proposed new M.A. in Criminal Justice Administration aims to address these limitations by creating offerings that can be completed in a HyFlex course format and stackable certificates that allow students to complete as much or as little of the offerings as they choose.

Student desire for online or hybrid programming has increasingly become sought after, especially given the familiarity with online program resulting from the COVID-19 Pandemic. A market analysis conducted by Hanover Research (2023, Appendix A) found that offering of online or hybrid programs was the norm among traditional criminal justice master's degrees, a learning modality that our HyFlex M.A. in Criminal Justice Administration also achieves. Additionally, their research concluded that master's degree programs in Criminal Justice Administration and related fields are experiencing stable student interest, and an increase in conferrals in New England, and nationally, over the past five years (Hanover Research, 2023). In terms of the need and viability, they note "the proposed degree would capitalize on the relative rarity of "Criminal Justice Administration" as a program title, while its stackable structure would provide a unique differentiator in the market and promises to open the program to a wider range of professionals. These differentiators, along with the [HyFlex] format that holds the potential to tap into a wider national audience, recommend the program's development, while CCSU's existing resources in the field and the relatively low onboarding cost undergird its fiscal viability" (Hanover Research, 2023, pg. 2).

The Department of Criminology and Criminal Justice is uniquely qualified to offer a graduate degree program in Criminal Justice Administration. The Department, comprised of fourteen tenured or tenure-track faculty, features a diverse range of professionals, including Criminologists, Clinical Psychologists, Organizational Psychologists, and Juris Doctorates. Combined, these faculty cover a range of expertise, including Organizational Behavior, Evaluation Research, Criminal Justice Management, Leadership, Forensic Assessment and Interviewing, Community Corrections, Risk assessment, Offender Rehabilitation, Domestic Violence, Mental Health Issues, Sexual Violence, Gender and Crime, and Victimization. The M.A. in Criminal Justice Administration curriculum was created by a committee of several Criminology and Criminal Justice faculty and reviewed and approved by the Department as a whole. The developed curriculum was designed considering the skills and topics necessary to provide a well-rounded degree for those students looking to advance their understanding of operations of and leadership within criminal justice and related organizations. The Department also houses the Institute for the Study of Crime and Justice (ISCJ), providing research support for professionals and practitioners in the field, while engaging both undergraduate and graduate students in faculty led research projects (https://www.ccsu.edu/criminology-criminal-justice/institute-study-crime-and-justice). The ISCJ has developed industry relationships that can directly benefit students enrolled in the M.A. in Criminal Justice Administration through experiential learning opportunities, a kay factor in recruitment of students outlined in the Hanover Research market analysis (2023).

The M.A. in Criminal Justice Administration and its' stackable professional certificates align with CCSU's goal of providing more innovative pedagogy that prepares graduates to thrive in a changing economy and increasing access to higher education for professionals by "offering degrees, certificates, and experiences designed for today and tomorrow" and providing accessible and relevant graduate education (CCSU Strategic Plan 2030, pgs. 6 and 10). Additionally, the certificates and M.A. program were designed to complement our existing program offerings. As discussed in more detail in the *Impact on Related Programming at Home Institution* section, the stackable certificates and M.A. program were designed to add to the curriculum that the Department of Criminology and Criminal Justice is already offering, through the addition of programming geared specifically towards professionals in the field. These new certificates and master's degree expand the ability of students to obtain their bachelors, masters, and certificates in specialized fields all at Central Connecticut State University. Outside of the Criminology and Criminal Justice Department, the certificates and M.A. complement other programs offered at CCSU, including Psychological Science, Social Work, and Counselor Education and Family

Therapy. These are all fields where practitioners have the potential of encountering incarcerated individuals, parolees, juvenile delinquents, and victims of crime. Specialized training from one of our certificates could benefit these students, and thereby departments, with expanded knowledge and skillsets leading to improved employment outcomes.

The stackable certificates and M.A. in Criminal Justice Administration is uniquely designed to both meet and exceed the breadth, access, and quality of comparable programs outside of the CSCU system (note: there are no true comparable programs within the CSCU system). Of true comparable M.A. in Criminal Justice Administration degrees, there are only three competitors at the national level (Sam Houston State University, University of South Florida, and Eastern Kentucky University) and only one true competitor in New England (Husson University, Bangor ME). Results from the Hanover Research market analysis suggest the new program at CCSU would match or exceed offerings at these competitors regarding criminal justice research facilities, professional partnerships, and the ability for distance delivery using HyFlex programming. Of note, the report states "Hanover did not identify a national comparable program that utilizes CCSU's proposed stackable format" (pg. 12). The ability of students to obtain their M.A. in Criminal Justice Administration, through the stacking of certificates pertaining to specialized topics, represents the only such program in the U.S. In terms of the development of the program itself, effort was made to compare our developed program to existing criminal justice administration programs to ensure relevant course topics, such as leadership, organizational management, research, and program evaluation, were offered in-line with existing program offerings at competitor institutions.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

The value of obtaining a graduate degree in Criminal Justice Administration, as well as the specialized training offered as part of our graduate certificates, sets students apart from those in their field who have only obtained a bachelor's degree. Recent data suggests that students who obtain a master's degree in criminal justice/criminal justice administration have both wider employment opportunities, as well as greater advancement within their field (https://www.usnews.com/education/best-graduate-schools/articles/2019-04-03/what-can-you-do-with-a-masters-degree-in-criminal-justice). An analysis of job postings in Connecticut, with the keywords criminal justice administration, also determined that masters-level trained applicants were likely to achieve a salary of approximately $62,280, while those with only a bachelors averaged $48,614 (Hanover Research, 2023).

The table below includes the median annual salary in Connecticut obtained from the Connecticut Department of Labor for prospective employment paths for students completing the M.A. in Criminal Justice Administration. Students who obtained the graduate degree and stackable graduate certificates will likely be more competitive

than their bachelors-trained counterparts applying for the same positions. As such, graduates from the M.A. in Criminal Justice Administration will most likely make salaries found on the higher end of salary ranges for these specific occupations.

Job Title	2023 Average Annual Salary
Correctional Officers and Jailers	$57,810
Detectives and Criminal Investigations	$96,232
Police Officers	$83,962
Private Detectives and Investigators	$71,377
Security Guards	$36,864
Probation Officers and Correctional Treatment Specialists	$57,810
Social and Human Service Assistants	$39,419
Substance Abuse and Behavioral Disorder Counselors	$52,462
Social Science Research Assistants	$45,753
Social Workers, All Other	$77,903

https://www1.ctdol.state.ct.us/lmi/wages/statewide2023.asp

Within the state of Connecticut, the occupations listed in the table below represent those occupations within the state that have the largest employment population as of 2020. These professions include several, but not all, of the occupations from which students may benefit from the graduate certificates and M.A. in Criminal Justice Administration. This information suggests that students graduating from the M.A. program have several viable pathways towards meaningful employment in the state of Connecticut.

Job Title	2030 Employment Projections
Police Officers & Detectives	6,215
Security Guards	11,452
Social and Human Service Assistants	9,501
Social Workers	5,935

While a market analysis conducted by Hanover Research, addressing the demand for a master's in CJ Administration, found that law enforcement and corrections occupations, specifically, are expected to experience a modest decline in Connecticut and New England over the next 10 years, these occupations are expected to grow at the national level (Hanover Research, 2023). Within Criminal Justice Administration-related positions specifically, employment projects for Connecticut suggest modest growth over the next 10 years (see graph below).

CONNECTICUT EMPLOYMENT PROJECTIONS
Criminal justice administration-related positions in Connecticut (2022-2032)
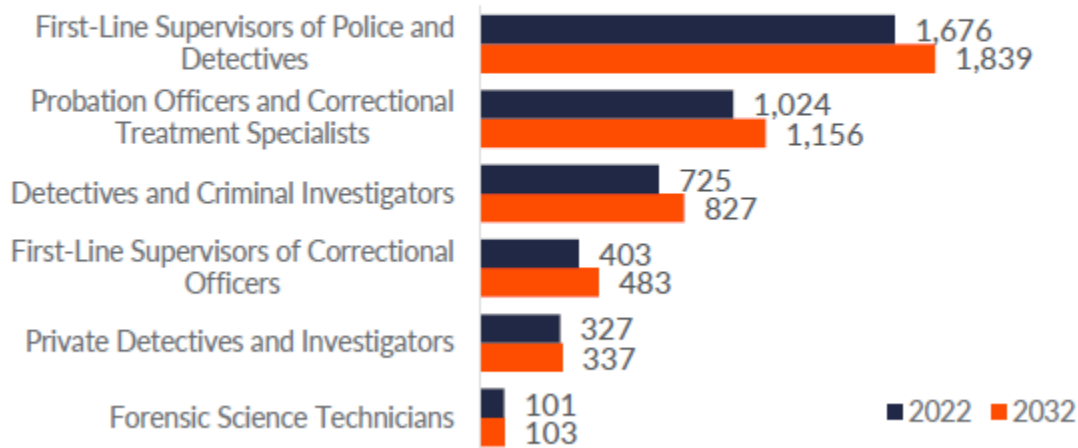
Hanover Research, 2023

The Bureau of Labor Statistics suggests that over the next ten years, employment in criminal justice and related fields is expected to grow. The table below includes the expected employment growth in fields targeted by the M.A. in Criminal Justice Administration and stackable graduate certificates. The HyFlex nature of the program broadens the reach of the certificates and M.A. to include local students in the New England area, as well as students from across the U.S. For those graduates of the M.A. willing to relocate out of the state of Connecticut, this overall increase in employment in Criminal Justice and related fields on the national level provides even greater employment prospects

Job Title	Job Growth Outlook 2022-2032
Police Officers & Detectives	+3%
Private Detectives and Investigators	+6%
Security Guards	-1%

Probation Officers and Correctional Treatment Specialists	+3%	
Social and Human Service Assistants	+9%	
Substance Abuse and Behavioral Disorder Counselors	+18%	
Social Workers	+7%	

Occupational growth estimates obtained from https://www.bls.gov/ooh/

The development of our M.A. in Criminal Justice Administration, with the unique feature of stackable certificates, directly addresses the higher education and specialized skills needed to excel within criminal justice and related fields in the state of Connecticut, and nationally. We specifically developed our program using a HyFlex modality, allowing students to take courses completely online, or attend courses using CCSUs HyFlex technology. These HyFlex courses are delivered in person, while broadcast online at the same time, allowing students to choose whether they prefer in-person or remote learning. For either option though, students are engaging directly with department faculty in real time. The flexibility for students to choose the learning style that works best for them is increasingly valuable given the increased desire for online and distance format learning.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings (2023)
33-3012	Correctional Officers and Jailers	$49,610
33-3020	Detectives and Criminal Investigations	$69,160
33-3050	Police Officers	$69,160
33-9020	Private Detectives and Investigators	$52,120
33-9032	Security Guards	$34,770
21-1092	Probation Officers and Correctional Treatment Specialists	$59,860

21-1093	Social and Human Service Assistants	$38,520
21-1011	Substance Abuse and Behavioral Disorder Counselors	$49,710
19-4060	Social Science Research Assistants	$38,520
21-1029	Social Workers, All Other	$55,350

Estimates obtained from U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
922190	Other Justice, Public Order, and Safety Activities
922150	Parole Offices and Probation Offices
624221	Shelters (except for victims of domestic or international disasters or conflicts), emergency
624190	Other Individual and Family Services
813311	Human Rights Organizations (Victim's Advocacy)

Career/Program Pathways

Does this program prepare students for another program?   No

Impact on related programming at the home institution
- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
- *Include enrollment and completion data for the past 5 years for each of these programs as an Appendix*
- How will the proposed program impact enrollment and completion in these existing programs?
- Are there plans to discontinue any of the existing similar programs?
- What is the value added of the proposed program in relation to the existing programs?

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution ensure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

At Central Connecticut State University, the only similar program is our existing M.S. in Criminal Justice. Enrollment and completion data for the past 5 years for our M.S. in Criminal Justice is included as Appendix B.

The new HyFlex M.A. program will not impact our traditional M.S. in criminal justice. The new program is specifically geared towards professionals in the field. The development of a master's degree specifically for professionals with an interest in leadership advancement complements our existing M.S. in Criminal Justice, which is geared towards students completing their undergraduate degree or those with little to no work experience.

Additionally, the Accelerated B.A./M.S. program, now accepting its third cohort, further bolsters numbers for the M.S. program. Most recently, we accepted 7 accelerated students and 19 traditional M.S. students for a Fall 2023 start date in our M.S. program. Of these students, none would be eligible for the new HyFlex M.A. based on the work experience requirements for admission to the new program.

Although there are countless online/hybrid master's programs in Criminal Justice, there are only a handful of online/hybrid master's in criminal justice administration or criminal justice leadership offered by institutions with established and reputable criminal justice programs (e.g., Arizona State University, Sam Houston State University, Eastern Kentucky University, University of South Florida). There are no HyFlex master's in criminal justice administration. A few other universities offer a Master of Public Administration with a concentration in Criminal Justice (e.g., University of New Haven, Johnson & Wales University). The offering of stackable certificates is even less common. For example, John Jay's M.A. in Criminal Justice offers multiple certificates, but we have not found a similar structure with any M.A. in Criminal Justice Administration or Leadership. Additionally, while these other programs exist, very few of them require professional experience for entry. Our program would be the only one that caters specifically to professionals in the field (law enforcement, corrections, judicial, non-profit work, victim's advocacy) providing a learning environment separate from traditional M.S. degrees.

Regarding certificate programs, the Advanced Detective Certificate is the first of its kind in the nation. The proposed new certificate programs (Criminal Justice Leadership, Victim's Advocacy, and Forensic Counseling) build on our existing areas of expertise and target the most common career paths of students who have graduated from our existing M.S. program. Based on our preliminary research, we have not identified any other Forensic Counseling certificate and only two other Victim's Advocacy certificates. There are a handful of certificates pertaining to Criminal Justice Leadership or Administration but some of them have a focus on law enforcement (e.g., University of Central Florida, University of Louisville). Therefore, we believe that the structure (flexible offerings) and specialized content (e.g., Forensic Counseling, Victim Advocacy) will attract a broad range of professionals in criminal justice and related fields. The proposed graduate certificates (and HyFlex M.A. in Criminal Justice Administration) would capitalize on our existing offerings and flexible course formats. The *CJ Graduate Course Staffing Plan (Appendix C)* illustrates how we would build the program over time by drawing upon existing courses to ensure sufficient enrollment in classes. This includes offering electives that meet the

needs of our Traditional M.S. students and students enrolled in our proposed certificate programs, creating some new courses that link to existing undergraduate courses to allow time for enrollment in the certificate program to grow, and offering summer courses that meet the needs of our expanding M.S. program and the new certificate offerings.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:

There are two similar programs offered at Western Connecticut State University. Western offers a B.S. in Justice and Law Administration (CIP 43.0103) and a M.S. in Homeland Security (CIP 43.0301). However, neither of these programs represent graduate level offerings in the area pertaining to Criminal Justice administration and organizational management.

- *Attach supplement 101a for each CSCU institution that has one or more similar programs*.
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

While Western offers a B.S. in Justice and Law Administration, this is not a graduate level degree. This could potentially serve as a pathway to our M.A. in Criminal Justice Administration for students who complete their B.S. from Western and are looking for an advanced degree following their entry into the workforce.

Western does offer a M.S. in Homeland Security, however, this degree is geared more towards examination of counterterrorism, border security & immigration policies, emergency disaster planning, and public safety and preparedness (https://www.wcsu.edu/justice-law-administration/homeland/). Our M.A. in Criminal Justice Administration is specifically designed to cover the fundamentals of criminal justice organizational behavior and development, while providing instruction on the skills necessary for leadership roles within these organizations. Additionally, our degree requires work experience in the field, catering specifically to professionals in the field (law enforcement, corrections, judicial, non-profit work, victim's advocacy) providing a learning environment distinct from the M.S. in Homeland Security offered at Western. The M.S. at Western prepares students for entry positions into criminal justice and related fields, but does not provide the knowledge needed to address organizational and management issues within supervisor and leadership positions in these fields.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Our enrollment estimates are based on information from two online surveys completed by students and professionals in the field. One survey was completed by 118 undergraduate and graduate CCSU Criminology students as well as professionals in the field. Professionals surveyed represented a range of occupations including law enforcement, probation, parole, and community corrections. One question asked: How likely are you to want to pursue a master's degree in criminal justice from CCSU if the classes were completely online (100% of course meeting time takes place online)? Sixty-eight (57%) of respondents endorsed "very likely" to "somewhat likely". I

The second survey was administered to detectives currently enrolled in the Advanced Detective Certificate program. The survey asked detectives their preference for course offerings, in-person or online. Of the 32 enrolled detectives, 29 (90.6%) preferred an online course modality over in-person.

The results of these surveys suggest a significant need for on-line/hybrid education opportunities for professionals working in criminal justice occupations. The pool of potential students is considerable and includes those working in city and state law enforcement, probation, corrections, court professionals such as victim advocates, and professionals working at non-profits such as alternative to incarceration programs, and parole professionals. Based on the indicated interest from our surveys and the considerable pool of potential students, we anticipate demand for this program.

In Spring of 2021, we started offering the Advanced Detective Certificate to address an emerging need for advanced education among law enforcement detectives and to attract more experienced professionals back to our master's program. So far, 6 detectives have completed their certificates. Several of them have expressed interest in pursuing their master's degree with us but were considering more flexible and more cost-effective options, such as the online master's program offered by the University of New Haven that includes a tuition discount for first responders. Anecdotally, we have spoken to many of our undergraduate alumni who are mid-career professionals who have enrolled or are looking to enroll in online masters' programs, including many out-of-state offerings (e.g., Liberty University, Arizona State University). They have conveyed that they would love to return to CCSU to complete their master's degree if we offered an online/ HyFlex program. Currently, three detectives have already applied for admission to our traditional M.S. in Criminal Justice after completing the Advanced Detective Certificate. However, current Detectives in the Advanced Detective Certificates have expressed greater interest in a HyFlex program geared towards professionals and focusing or organizational and management strategies and concepts. We anticipate that this certificate will serve as one feeder into our new M.A. in Criminal Justice Administration.

We anticipate a gradual building of our program over time and expect to accept 6-10 students in the first year, and 10-15 students in years 2-3. We believe these are reasonable numbers to expect given the breadth of the pool of students. Our Advanced Detective program, which draws from a select level of law enforcement only, recently had its first graduating cohort of five students.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*:

The development of a HyFlex M.A. in Criminal Justice Administration would provide a degree option that caters specifically to professionals in the field (law enforcement, corrections, judicial, non-profit work, victim's advocacy) who are interested in advancement within their organization, providing a learning environment separate from traditional M.S. degrees (both on-ground and online).

Student Recruitment / Student Engagement
- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:
- What student engagement strategies will be employed to advance student retention and completion in program?

The Department of Criminology and Criminal Justice has worked tirelessly to address the ways in which department faculty can play a role in marketing, student recruitment, and student retention and completion.

Program Marketing

The department currently has a Marketing and Outreach Committee charged with working to determine additional marketing and outreach opportunities that can be completed by department faculty. Internally, the Department Marketing and Outreach Committee has already begun planning stages for a Criminology and Criminal Justice focused Open House, featuring several speakers discussing prominent issues in the field of criminal justice, as well as a more general presentation of information about the Criminology and Criminal Justice offerings at CCSU. This event would be marketed to recruit students into all our programs (B.A, M.S., M.A., and Graduate Certificates). Invitations to the open house would be sent to our existing list of local and regional high schools, as well as local and state law enforcement, courts, corrections, and community-based organizations. Additionally, existing relationships between department faculty and these local and state law enforcement, court, corrections, and community-based organizations will allow for the dissemination of marketing materials pertaining to the graduate certificates and M.A. program. The department will engage in efforts to foster a recruitment pool that is diverse by race and gender (see "Assuring equitable outcomes" for more information). The Marketing and Outreach Committee has already begun discussions with University Marketing to update our existing marketing materials, as well as develop new materials for the graduate certificates and M.A. program to be used upon BOR approval. The newly developed materials will be used to market the program and recruit students via the methods outlined below.

Student Recruitment via professional relationships

Adjunct Professors

The Criminology department has a distinguished group of 12 adjunct professors that can aid our effort to identify students. Most of them hold upper-level management positions in city and state agencies, such as the Executive Director of Court Support Services Division, the Director of Administrative Services for the CT Judicial Branch, a Connecticut Superior Court Judge, a manager of non-profit behavioral health services, and two police

chiefs. These adjuncts have taught in our department for multiple years and are valued colleagues. We will ask them to advertise our on-line master's program within their respective agencies and their professional networks.

Alumni

The department has a number of distinguished alums that can advertise the program both within Connecticut and nationally. Our CT-based alum includes current and former Chiefs of at least 8 police departments in Connecticut, including the current Chief of the New Britain Police Department…CCSU's hometown. The department has multiple alum that work for the CT Department of Corrections, Court Support Services Division, and non-profits that provide prevention and intervention services.

Our alum hold, or have held, national positions including the current National Deputy Chief of the U.S. Border Patrol, the former Director of the National Institute of Corrections, multiple Federal Probation officers, and multiple U.S. Supreme Court police officers. These alums can assist in advertising our master's program outside of Connecticut.

Internship Agency Supervisors

Our Field Studies class, CRM 435, is a required experience where over 40 students per semester complete internships with area agencies. Over the past 20 years, the department has cultivated relationships with over 30 agencies in CT that represent a diversity of criminal justice and related fields. We will ask the agency staff that supervise our interns to advertise our master's program within their respective agencies.

Professional relationships

Department faculty have conducted training and evaluations, served as Board members, and engaged in research for state and local agencies such as Court Support Services Division, local police departments, and non-profit service providers. We will advertise our HyFlex program with these entities.

Student Advising

Regarding student advising, the Criminology and Criminal Justice Department is well acquainted with the importance of advising as a means of ensuring student engagement with the program and completion. The Criminology faculty already play a large advising role in our M.S. program, meeting with students prior to course selection each semester, as well as addressing student needs throughout the semester. To ensure students in the M.A. in Criminal Justice Administration would receive the same level of advising, each admitted student is assigned a faculty advisor who is proactive in reaching out to ensure registration and coursework are going smoothly. To this aid, we have already created a planned program form for the M.A. in Criminal Justice Administration (Appendix D).

Student Retention and Engagement

The Department has already begun taking steps to improve student retention and engagement in our accelerated and M.S. program, that would be extended to the M.A. These initiatives include orientation sessions

to outline program requirements, provide initial advising information, and allow students to meet and interact with other students in the program. Since the M.A. program is offered in a HyFlex format, these orientation sessions will also be offered in a HyFlex format and include an orientation to the on-line platform, allowing students who are local, and those from farther away, to meet prior to the beginning of classes. The Criminology/Criminal Justice specific open house mentioned above would also serve as a tool for student engagement and retention. While geared toward recruiting new students, the feature of speakers from local agencies would also provide outside of class learning opportunities open to those in our programming. Students enrolled in the M.A. program would be invited to attend the Open House as a means of engaging them with program faculty and other students, while providing real-world discussion of concepts covered in their courses. It is our hope that these strategies will work to foster a feeling of community and connectedness among students throughout our programs, a feature we believe is incredibly important towards improving student retention and completion.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

Yes

Applicants must hold a bachelor's degree from a regionally accredited institution of higher learning. In addition to the standard University graduate admission requirements, the department requires:

- ✓ Students must have 3 years* of full-time work experience in a Criminal Justice or a related field or currently in a verifiable leadership role/position within a criminal justice agency and have no less than 2 years of CJ experience.
- ✓ A minimum grade point average (GPA) of 3.00 on a 4.00 scale. Applicants may also be considered conditionally with a 2.70 to 2.99 GPA or with commensurate work experience.
- ✓ A formal application essay that focuses on (a) academic and work history, (b) reasons for pursuing graduate studies in criminal justice, and (c) future career goals
- ✓ Resume

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes

The program includes completion of a Plan B, comprehensive exam. Students may apply to take the comprehensive exam if they have a 3.00 overall GPA and have completed 21 credits of the program.

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? No

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Analyze and evaluate data relevant to the development and management of criminal justice organizations
2. Apply leadership principles to understand agency needs and implement appropriate strategies
3. Develop the ability to translate research into applicable practice
4. Distinguish how evidence-based practices can be used in the management of the organization.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Students will be assessed using several different methodologies throughout the M.A. courses. These assessment methodologies are dependent on the courses selected by students to complete their 30-credit program. These assessments will include:

1) Written assignments requiring students to apply course concepts to research articles or technical reports.
2) Written assignments which require critical analysis of course concepts and application to real-life cases.
3) Weekly discussion boards which allow students to share lessons from their experience and gain perspective from other students in the course on class concepts.
4) Exams to ensure retention and understanding of course concepts.
5) Role playing exercises to facilitate familiarity and experience with risk assessment and counseling techniques.
6) Written Case Profiles to allow students to connect course concepts to real-life cases of offender behavior/treatment.

Students will be provided with rubrics for all assessment methodologies. The Department's Assessment Committee will gather quantitative data from these rubrics to assess student progress in the program and make appropriate changes to the curriculum where needed.

Curriculum

Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.

***Please note: the courses offered as part of the M.A. in Criminal Justice Administration listed below are also grouped and highlighted according to the graduate certificates that can be stacked to complete the degree. Students can complete the Criminal Justice Leadership Certificate, and then 18 credits of

electives, or the Criminal Justice Leadership Certificate, one additional certificate, and two elective courses.

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
Criminal Justice Leadership Certificate			
*CJ 571: Applied Research and Data Interpretation (Core Requirement)	L.O. #1 L.O. #2 L.O.#3		3
CJ 573: Managing Criminal Justice Employees	L.O. #1 L.O. #2		3
*CJ 574: Effective Criminal Justice Leadership	L.O. #1 L.O. #4		3
CJ 575: Developing Criminal Justice Organizations	L.O. #1 L.O. #4		3
CJ 580: Criminal Justice Policy Implementation and Effectiveness	L.O. #1 L.O. #2 L.O.#3		3
Advanced Detective Certificate			
CRM 480: Death Investigations	L.O. #2 L.O. #4		3
CJ 581: Sexual Assault Investigation	L.O. #2 L.O. #4		3
CJ 582: Police Involved Shootings	L.O. #2 L.O. #4		3
CJ 583: Interview & Interrogation	L.O. #2 L.O. #4		3
CJ 584: Expectation of Privacy	L.O. #2 L.O. #4		3
Victim's Advocacy Certificate			
*CJ 531: Women and Criminal Behavior	L.O.#3		3
*CJ 532: Domestic Violence [linked to CRM 430]	L.O.#3		3
*CJ 537: Mental Health and the Criminal Justice System [linked to CRM 471]	L.O.#3 L.O. #4		3

*CJ 538: Victimization & the Criminal Justice System	L.O.#3		3
*CJ 541: Hate Crimes: Prevention & Advocacy	L.O.#3 L.O. #4		3
CJ 578: Special Topics in Criminal Justice	L.O.#3		3
Forensic Counseling Certificate			
CJ 530: Offender Profiles	L.O.#3 L.O. #4		3
CJ 535: Forensic Counseling	L.O.#3 L.O. #4		3
CJ 539: Delinquency: Causation and Intervention	L.O.#3		3
CJ 560: Sexual Offending	L.O.#3		3
*CJ 561: Risk Assessment	L.O.#3 L.O. #4		3
General Education Courses			
Open Electives (*Indicate number of credits of open electives*)			27
Total Program Credits (must match number of credits reported on page 1):			30

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  - ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
  - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU

Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associate degree, accelerated pathways from bachelor's to masters, etc.):

There are several different ways that students can complete the M.A. in Criminal Justice Administration, as well as several ways that students can enter the M.A. and different stackable certificates. These pathways are outlined below.

Master's Degree with Electives Path

Students can directly apply and enter the M.A. in Criminal Justice Administration. Students who are solely interested in the M.A. degree can complete the required Criminal Justice Leadership Certificate, and then choose 18 credits of elective courses across the other certificate offerings. Students taking this path would leave the University with their M.A. in CJ Administration and a Criminal Justice Leadership Certificate.

Master's Degree with Certificates

For students who want to capitalize on the stackable certificates and M.A. degree, they can complete the Criminal Justice Leadership Certificate, and then choose an additional 12 credits from one of the other offered certificates. Upon completing both certificates, they would need to take an additional 6 credits to

complete the M.A. requirements. Students taking this path would leave the University with their M.A. in CJ Administration, Criminal Justice Leadership Certificate, and one additional certificate of their choosing.

Master's Degree to additional Certificates

Students who are in the process of completing their M.A. in Criminal Justice Administration may see the utility of completing the two certificates (Criminal Justice Leadership and one other) and the additional 6 credits for the M.A., and then continuing to complete one or more of the remaining two certificates offered. The flexibility of obtaining their M.A. in the HyFlex format could serve as a tool to make the other graduate certificates an attractive option to continue their higher education and enhance their career skills.

Certificates to master's degree

The M.A. in Criminal Justice Leadership was specifically designed to allow students to complete stand-alone certificates that can then be combined to obtain their M.A. degree.

Entrance into one of the certificate programs (Victims Advocacy, Forensic Counseling, Criminal Justice Leadership, Advanced Detective) could provide a pathway into the M.A. This has already become apparent with our existing Advance Detective Certificate program. To date, three detectives have already applied to and been accepted to our M.S. in Criminal Justice after completing the Advanced Detective Certificate. However, they have expressed greater interest in the M.A. in Criminal Justice Administration once it is up and running.

Other Stackable Pathways
Use this section to describe any other pathways to/from the proposed program not captured above:
Click or tap here to enter text.

Program Evaluation
Describe how the quality and success of the program will be monitored during the first five years:

The department recognizes that the target population, working professionals, will have varying levels of familiarity with on-line education. There will be an orientation available to students that will familiarize them with Blackboard. The department will develop guidelines for course delivery (i.e., expected number and modality of assessments, layout of Blackboard course shell, timeframe for feedback to students on assessments, etc..) that faculty will be expected to adopt. The graduate program director or a designee will review artifacts to ensure the assignments meet these minimum guidelines. Additionally, students will be encouraged to complete the university course evaluations at the end of each semester, which will be reviewed by the graduate program director and/or department Chair. Any issues will be addressed with the professor. The department will assess the percentage of students who finish in two years and the outcomes of alum (i.e., percentage who received a promotion within two years of completing the Master's degree).

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

The most significant factor contributing to the growth of on-line education is the importance of flexible course offerings that can meet the needs of busy students, especially part-time students (Picciano, Jeff Seaman, & Allen, 2010). According to the National Center for Education Statistics (2020) only 25% of full-time students work at least 20 hours a week compared to 66% of part-time students. This percentage changes significantly when considering students who are parents. While 49% of full-time students who live with their own children were employed, 73% of part-time students who live with their own children were employed. Working professionals managing the demands of work and family greatly benefit from the flexibility afforded by HyFlex education.

Although the gender gap is closing, working women disproportionately bear the burden of managing household tasks in dual-income families (Brenan, 2020). This disproportionate burden causes women to experience difficulty participating in leadership development programs that involve time away from home but are critical to career advancement in Criminal Justice and related fields (NIJ, 2019). Women are under-represented in law enforcement in general but are particularly under-represented in leadership positions. Only 13% of sworn officers are women, even though they make up more than half of the U.S. population (NIJ, 2019). The percentage becomes starker when examining the percentage of White women (9.6%) and women of color (.3%) in supervisory positions (Banks, et al., 2016 as cited in Cromartie, 2020). Women and particularly women of color are promoted at a lower rate than men (Cromartie, 2020). In a study of the organizational climate of the Hartford police department, women make up only 18.5% of applicants (Barao & Farell, 2020).

Both national (NIJ, 2019) and local (Barao and Farrell, 2020) studies suggest that employers should implement polices that enable women to better balance professional and family responsibilities. For example, rotating work shifts that are common in criminal justice jobs disproportionately impact women with families, due to the before-mentioned imbalance in household responsibilities. A lack of support for women with personal life demands may dissuade women from seeking promotional opportunities. Additionally, the NIJ report revealed that working women with families can experience difficulty participating in respected leadership development programs that require days and sometimes weeks away from home. The authors of the NIJ paper referenced studies indicating that women in some fields are more hesitant to pursue promotions and more likely to doubt their qualifications for a promotion than men.

On-line leadership development programs, such as the M.A. in Criminal Justice Administration, can help address these challenges to the advancement of women in Criminal Justice fields. The on-line and HyFlex nature of the courses provides necessary flexibility that working mothers and professionals on rotating shifts need to pursue career advancement. In addition to the program being useful to women and other working professionals, it will also be beneficial to employees of color. A study of organizational climate at Hartford PD (Barao & Farrell, 2020) and the NIJ summit with women officers (2019) revealed a concern that promotions may be seen by colleagues as a way to address external pressure to diversify leadership instead of being based on their qualifications. The women and people of color assessed in these reports were uncomfortable with any perception that their promotion was not earned due to merit. Additionally,

the Summit participants stated that leadership development can grant some women the confidence to pursue promotional opportunities normally pursued by men. The M.A. in Criminal Justice Administration can provide women and professionals of color the credentials and confidence to apply for promotional opportunities at their respective agencies, while providing the flexibility necessary for successful matriculation of working professionals.

o   What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Recruitment: The department will develop promotional materials that stress the benefits of this program for working professionals with personal life demands. The department has good working relationships with several police departments, state and federal agencies, and non-profits due to our internship, detective certificate programs, research collaborations, and alumni. Our basic detective certificate program, the only one in the state, has been completed by over 260 police officers. Several of our adjuncts are current or former administrators of CJ-related municipal and state agencies. Additionally, our alum work in law enforcement, victim's advocacy, federal probation, judicial, state probation, and community-based non-profits. We will ask this extensive and diverse alumni pool to advertise this initiative within their respective agencies and invite them to consider it for themselves. We will seek to develop with these agencies effective ways of advertising the program across shifts, race/ethnicity, and gender. We will also notify alumni of our undergraduate programs that are working in CJ or related fields. Our enrollment goal is to have a 30% female entering class with at least 10% women of color. We will connect with organizations striving to address the needs of women and women of color, such as She Leads Justice (formerly the Connecticut Women's Education and Legal Fund). We will inform media outlets popular with people of color, such as radio station 94.3 in New Haven. We will contact the human resource or career development offices of CJ organizations such as the Career Development office of the Hartford Police department, which is seeking to recruit more women: https://www.wfsb.com/2023/03/23/hartford-police-hold-self-defense-classes-empower-women-recruit-more-female-officers/ .   We seek to have at least 25% of our overall class consist of Latinx and Black/African American students, which closely reflects the population of our state (Census QuickFacts, 2022). The five-year average of our graduating class indicates that 33% of graduates from our undergraduate program are African American and Latinx, making our alum a prime source of recruiting a diverse class for this program.

The enrollment of Black/African Americans in our current graduate program has decreased since the covid pandemic. For example, 9 and 8 Black/African American students enrolled in our program in 2018 and 2019 respectively, compared to 3 and 4 enrolled in 2021 and 2022. The flexible nature of our M.A. in Criminal Justice Administration will be particularly attractive to students of color and thus can reinvigorate enrollment of students of color.

Enrollment: The department email address will be distributed on recruitment material. The graduate program director will inform potential students of important dates to meet for enrollment and will send reminders to students that have expressed an interest in the program but have not enrolled prior to the due date.

o   Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

Please see previous content for recruitment strategies. The department recognizes that a percentage

of students in this program may not have attended school for quite some time. Others may have some anxiety regarding their belief that they can succeed in an on-line class. The department will provide tutorials on the use of Blackboard and will also inform the students of resources on campus that can support student success, such as the Writing Center and the Learning Center. Professors will utilize an online forum such as a discussion board, where students can pose questions to the professor and or other students. If a student is under-performing, and the student has not reached out to the professor, the professor will reach-out to the student to assess the situation and work with the student on strategies to try or suggest available supports.

o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

If inequities in retention and completion are demonstrated, the graduate program director will work with the department chair and the department curriculum committee to assess the problem. For example, is the problem with a particular class or assignment? Are students of a certain demographic over-represented among those who are under-performing? Is the student overwhelmed with work and life demands? Is the professor's pedagogy or manner of communicating a challenge? If so, there will be efforts to isolate the problem and address it. The course evaluations will aid this effort.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

As noted above, the proposed graduate certificates (and online M.A. in Criminal Justice Administration) would capitalize on our existing offerings and flexible course formats. The *CJ Graduate Course Staffing Plan (Appendix C)* illustrates how we would build the program over time by drawing upon existing courses to ensure sufficient enrollment in classes. This includes offering electives that meet the needs of our Traditional M.S. students and students enrolled in our proposed certificate programs, creating some new courses that link to existing undergraduate courses to allow time for enrollment in the certificate program to grow, and offering summer courses that meet the needs of our expanding M.S. program and the new certificate offerings.

Courses in the new certificate programs would be offered as fully online asynchronous courses or as hy-flex courses. The existing Advanced Detective Certificate courses have some in person meeting requirements that are made clear to prospective students at time of application. The transition to online will be facilitated by our existing offerings. For example, we have been offering one graduate course online each semester for the past two years to accommodate the scheduling needs of students in the Traditional M.S. program. We will strategically schedule the online courses starting in Fall 2024 so that they meet the needs of students in both the traditional and certificate programs. Additionally, we have been regularly offering two upper-level undergraduate courses online each semester for the past 5+ years. We will create some courses that are linked to existing CRM 4XX electives (like already established linked courses such as CRM 450/CJ550 and CRM 475/CJ 555). These linked classes would have a small number of seats reserved initially for students in the graduate

certificate programs. This has worked as an effective strategy to respond to enrollment changes in our graduate program. For example, graduate seats in the linked CRM 475/CJ55 have been increased from 3 to 7 in the past few years to address growing enrollment in our Traditional M.S. program.

These various strategies are indicated in the *CJ Graduate Course Staffing Plan (Appendix C)* according to the following color codes:

- Courses in green are those that would be open, at least initially, to students in both the Traditional M.S. and the certificate programs (or M.A. in Criminal Justice Administration). These would not require additional resources because they are classes that would normally be offered to students in the M.S. program.
- Courses in purple are those that would be linked to an existing undergraduate course. We would reserve a limited number of seats in these courses for students enrolled in the certificate program. These would not require additional resources unless demand for graduate seats exceeds capacity in the undergraduate section.
- Courses in red are those that would require additional resources to offer. Since these courses would be taught by full-time CRM faculty, we would need to hire adjuncts to cover other courses typically taught by these faculty members. As indicated in the plan, we would need one additional adjunct per Fall/Spring semester during the first year (AY 2024-2025) and two additional adjuncts per Fall/Spring semester during the remaining years. We anticipate the extra resources during the second and subsequent years to be offset by increased enrollment in both the Traditional M.S. and new certification offerings. We are already seeing the increased demand for sections with the growth in enrollment in our Traditional M.S. program. Most of our graduate courses for Fall 2022 were near capacity, with some overcapacity.
- Courses with an *asterisk are proposed new courses.
- The names of faculty who can potentially teach each course are included in parenthesis after each course title. Please note that this only lists one faculty option. Several of the courses can be taught by multiple tenure track faculty.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

No Special resources are required to implement and run this program.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

Michelle Cubellis, PhD. macubellis@ccsu.edu ph:860-832-3011

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The program will be administered by the Graduate Program Director for the Criminology and Criminal Justice Department. The Graduate Program Director already receives 3 FTE load credits per semester to oversee the M.S. in Criminal Justice and Accelerated BA/MS program. Administration of the new M.A. in Criminal Justice Administration will be combined with these existing duties.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? **N/A**

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) **14**

How many adjuncts and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) **None**

What percentage of program credits will be taught by adjunct faculty? **Adjunct faculty will only teach the six Advanced Detective Certificate courses. Students can choose to take these 18 credits (60% of the total program) or none of them, depending on which certificates they would like to take to complete the M.A. degree.**

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

The Advanced Detective Certificate courses are the only courses taught by adjunct faculty. This certificate has capitalized on the use of subject matter experts to compensate for the lack of expertise among the full-time faculty in the highly technical subject areas addressed by those courses (e.g., Death Investigations, Financial Crime Investigations).

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Michelle Cubellis	PhD Criminal Justice, Graduate Center, City University of New York	Sexual Abuse/Offending; Domestic Violence; Program Evaluation	Associate Professor of Criminology & Criminal Justice; Graduate Program Director
Reginald Simmons	PhD Clinical & Community Psychology, University of South Carolina	Youth development; Juvenile Delinquency Prevention; College Student Success	Full Professor of Criminology & Criminal Justice, Department Chair
Jennifer Hedlund	PhD Industrial and Organizational Psychology, Michigan State University	Organizational Behavior; Human Resource Management; Leadership; Personnel Testing; Pretrial Risk Assessment	Associate Professor of Criminology & Criminal Justice

Stephen Cox	PhD Criminal Justice & Criminology, Michigan State University	Community Corrections; Evaluation Research; Policy Analysis	Full Professor of Criminology & Criminal Justice
Julie Schnobrich-Davis	PhD Criminal Justice, State University of New York at Albany	Evidence-Based Police Practices; Police Collaborations; Organizational Change; Crime Reduction Strategies	Full Professor of Criminology & Criminal Justice; Advanced Detective Certificate Director
Susan Koski	DA Doctor of Law and Policy, Northeastern University	Reentry; Gender; Hate Crimes; Issues Regarding Racial/Social Inequality.	Full Professor of Criminology & Criminal Justice
Kathleen Bantley	JD, Western New England College School of Law	Courts; Hate/Bias Crime; Systemic Racism/Sexism	Full Professor of Criminology & Criminal Justice
Eugena Givens	PhD Criminology, University of South Florida	Substance Use and Mental Health; Domestic Violence; Media Representation of Crime; Program Evaluation	Associate Professor of Criminology & Criminal Justice
Damon Mitchell	PhD Clinical Psychology, Kent State University	Sexual Violence; Substance Abuse; Risk Assessment; Offender Rehabilitation	Full Professor of Criminology & Criminal Justice
Raymond Tafrate	PhD. Clinical and School Psychology, Hofstra University	Forensic CBT; Motivational Interviewing; Forensic Assessment	Full Professor of Criminology & Criminal Justice
Kimberly Meyer	PhD Criminology, Law and Society, George Mason University	Probation Officer and Client Experiences; Qualitative Methods; Policy Implementation; Juvenile Corrections	Assistant Professor of Criminology & Criminal Justice; Field Studies Director
Eric Dlugolenski	PhD Criminal Justice, University of New Haven	Criminal Justice Management; Police Science; Research Methods; Quantitative Analysis; Policy Evaluation	Assistant Professor of Criminology & Criminal Justice

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Byung Lee	PhD Criminal Justice, Michigan State University	Cyber Crime; Deviance	Associate Professor of Criminology & Criminal Justice;
Steven Block	PhD Criminal Justice, Rutgers University	Victimless Crime; Crime Data; Interpersonal Violence; Undergraduate Student Advising	Associate Professor of Criminology & Criminal Justice; Undergraduate Program Director

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: **Central Connecticut State University** Program: **Master of Arts in Criminal Justice Administration**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT	Second Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT	Third Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT
Internal Transfer (from other programs)	3						3						3					
New Students (first time matriculating)	6	2					10	3					10	6				
Continuing Students progressing to credential			9	2			9	2	22	5			13	5	23	11		
Headcount Enrollment	9	2	9	2			22	5	22	5			26	11	26	11		
Total Estimated FTE per Year[1]				19.3						47.3						59.3		

PROJECTED Program Revenue	First Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT	Second Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT	Third Year Fall FT	Fall PT	Spring FT	Spring PT	Summer FT	Summer PT
Tuition[2]	41670	9252	62505	9252			131955	23130	152790	23130			159735	50886	180570	50886		
Tuition from Internal Transfer[2]	20835						20835						20835					
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$143,514						$351,840						$462,912					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	20,160 (%)*	20,160 (%)*	20,160 (%)*
Faculty (Full-time, total for program)[4]	90,720 (%)*	120,960 (%)*	120,960 (%)*
Faculty (Part-time, total for program)[4]	25,896	51,792	51,792
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	$136,776	$192,912	$192,912

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

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

[2] Revenues from all courses students will be taking.

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

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

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

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

* **no** *new* **full time faculty- existing full time faculty will cover majority of courses with adjuncts covering the remaining courses. Administration= 2 Load hours for coordination. Dollar value represents 1/6 of salary plus fringe. Faculty=Dollar value represents portion of full-time faculty salary devoted to the program. No actual net change in Full-Time faculty salary.**

*Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Dr. Diamond:

This program is in alignment with the Deficit Mitigation Plan submitted by CCSU.

Thank you,

Zulma

From: Diamond, Aynsley J <ADiamond@commnet.edu>
Sent: Wednesday, February 28, 2024 5:20:01 PM
To: Toro, Zulma R. (President CCSU); Kostelis, Kimberly T. (Provost)
Cc: Davis, Kaylah
Subject: Presidential approval of a new academic program

Dear President Toro,

I hope that you and your students, faculty, and staff are having a productive semester. As per instructions from BOR-ASA Committee Chair, I am requesting you to confirm that the

following new programs (to be presented to BOR-ASA on March 8th, 2024) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Programs
   a. CCSU – MA- Criminal Justice Administration

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Thank you for your response.

Kind regards,
Aynsley Diamond
Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
Connecticut State Colleges and Universities

CSCU Academic & Student Affairs

American Savings Foundation Endowed Chair in Banking and Finance

Annual Report for the Year
Ending June 30, 2023

CENTRAL
CONNECTICUT
STATE UNIVERSITY

2022-2023 ANNUAL REPORT

CCSU FOUNDATION, INC.
STATEMENT OF REVENUES AND EXPENDITURES
From 7/1/2022 through 6/30/2023
UNAUDITED

Income	
Interest	$122,057
Realized Gains (Loss)	($46,591)
Unrealized Gains (Loss)	$127,174
Total Income	$202,640
Expenses	
Meals & Entertainment	$2,207
Travel	$357
Grants	$50,352
Subscriptions & Software	$6,147
Custodial Fee Expense	$20,197
Total Expenses	$79,260
Changes in Net Assets	$123,380
Beginning Net Assets	
Fund Balance	$1,000,000
Fund Balance Expendable	$1,281,121
Unrealized Gains/Losses	$97,984
Fund Balance CT Match Received	$366,507
Total Beginning Net Assets	$2,745,612
Ending Net Assets	$2,868,991

2022-2023 ANNUAL REPORT
NARRATIVE

Prepared by
Lisa Frank, Ph.D.
Interim Dean, School of Business

The American Savings Foundation Endowed Chair for Banking and Finance at Central Connecticut State University was established on March 7, 2003, with funding support generously provided by a $1,000,000 pledge from the American Savings Foundation. The mission of the Endowed Chair is to bring "real-world" academic preparation to CCSU students through teaching, programming, and networking. In December 2022, Martin J. Geitz was designated by the Connecticut Board of Regents to fill the Endowed Chair role. Mr. Geitz brings a distinguished 40-year career in banking to the role that included leadership positions with national and community banks as well as industry and not-for-profit organizations. In 2019, Mr. Geitz's business and community contributions were recognized with a Lifetime Achievement Award from central Connecticut's leading business journal.

For the 2022 – 2023 academic year, the School of Business dean directed Mr. Geitz to assume responsibility for teaching an existing academic course, Bank Management (FIN 420). Mr. Geitz reoriented the course to focus on the major drivers of bank performance and risk management. He supplemented the textbook material with banking industry leader guest speakers who provided real world perspectives on each of the topics. The speakers also provided the students with career advice in the form of sharing experiences leading to their current leadership positions. Twenty-eight students, mostly seniors, formed the Spring 2023 class and thirty-five students are registered for the Fall 2023 class.

Mr. Geitz connected with PJ Rossitto of CCSU's Career Development Office to ensure that the guest speakers for Bank Management (FIN 420) were representative of the banks and companies recruiting CCSU students for internships and full-time employment. Those banks and companies not yet connected with CCSU were pleased with the opportunity to promote their hiring needs to CCSU students.

Mr. Geitz worked with Dean Frank and her team to present the 2023 edition of the American Savings Foundation Distinguished Lecture Series. The program entitled "Accelerating Trends in Bank-Fintech Partnerships" was presented to an audience of approximately two hundred student, faculty, staff, government, and banking industry attendees. The program focused on three areas of bank-fintech collaboration: payments; small business loan origination technology; and commercial loan credit process automation. Six panelists, nationally recognized leaders, addressed these areas and shared insights in a discussion moderated by the incoming American Bankers Association Chair, Juliann Thurlow. The program was well received by attendees.

Gov. William A. O'Neill Endowed Chair in Public Policy and Practical Politics

Annual Report for the Year
Ending June 30, 2023

CENTRAL
CONNECTICUT
STATE UNIVERSITY

2022-2023 ANNUAL REPORT

CCSU FOUNDATION, INC.
STATEMENT OF REVENUES AND EXPENDITURES
From 7/1/2022 through 6/30/2023
UNAUDITED

Income	
Interest	$129,324
Realized Gains	($49,424)
Unrealized Gains	$134,533
Total Income	$214,433
Expenses	
Meals & Entertainment	$225
Scholarships	$32,500
Grants	$60,477
Supplies & Expendables	$239
Custodial Fee Expense	$20,585
Total Expenses	$114,026
Changes in Net Assets	$100,407
Beginning Net Assets	
Fund Balance	$984,583
Fund Balance Expendable	$886,311
Unrealized Gains/Losses	$47,950
Fund Balance CT Match Received	$1,000,000
Total Beginning Net Assets	$2,918,844
Ending Net Assets	$3,019,251

2022-2023 ANNUAL REPORT – NARRATIVE

Prepared by
Beth Merenstein, Executive Director
CCSU Center for Community Engagement and Social Research

The William A. O'Neill Endowed Chair is housed in the Center for Community Engagement and Social Research (CCESR) at CCSU. Previously named the Center for Public Policy and Social Research (CPPSR), the Executive Director successfully submitted the name change to the Board of Regents in the fall of 2022 to reflect the new purpose and mission of the Center. CCESR and the Chair are integrated administratively and the programs of the two entities are mutually supportive. CCESR is designated as a Connecticut Higher Education Center of Excellence, pursuant to Connecticut General Statutes and has operated at CCSU since 2000.

Proactive financial management, particularly over the last five years, coupled with successful efforts to secure additional state funding, has allowed the Center and the O'Neill Chair far greater financial flexibility and the ability to be more responsive to the priorities of CCSU President Zulma Toro.

The mission of the Center was modified to ensure that it becomes a driver of community engagement and expanded social research with the objective of extended student participation in a wide variety of educational opportunities and experiences. Building on the past success of CPPSR, and in recognition of the new priorities articulated in CCSU's 2030 strategic plan (Changing Lives, Building Communities; Central to Connecticut – Strategic Plan 2030), the programmatic mission of the Center, and its name, was modified to recognize the new strategic priorities. Students are exposed to new challenges, strengthened by relationships with local businesses and industries to provide internships and improved job readiness. The new Center for Community Engagement and Social Research continues to archive the papers of Governor O'Neill's administration and create related oral history programs; provide a wide range of information, training, research and consulting services to communities, municipal and state government, and non-profit agencies, serve as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O'Neill. However, the Center also serves the needs of students, faculty, and larger community by recognizing its responsibility to contribute to the public good in its role as a Center for Community Engagement.

In all the endeavors undertaken this past year, the Center and the Chair consistently focused its programming on its primary mission to promote a better understanding of civic engagement, Connecticut government and communities, and the public policies affecting its people.

In December of 2022, long time (six years) O'Neill Endowed Chair Donald DeFronzo stepped down from this position. He was a remarkable support to the Center and will be missed. After a national search for a

new O'Neill Endowed Chair, we had the honor of welcoming former CT State Representative Edwin Vargas as the new William A. O'Neill Endowed Chair. He began his tenure in February 2023.

Following is a summary of the Chair's accomplishments during 2022-2023.

1. Expanding Governor William A. O'Neill EOP Public Service Scholarships

The O'Neill Chair has established a deep continuing relationship with CCSU's Educational Opportunity Program (EOP). EOP student scholarship renewals for 2022-2023 totaled $32,500.00 and were awarded to 22 students. Since 2009, the Chair has provided $367,500 in Governor William A. O'Neill Public Service Scholarship program funds for EOP students. To date, 86 individual EOP students have received 212 scholarships. These scholarships have become a core part of the O'Neill Chair's mission, and perhaps establishes Governor O'Neill's legacy at CCSU most concretely. It also contributes to the University's goal of recruitment and retention of a diverse group of under-represented students.

2. Veterans History Project (VHP) Community Outreach

The Veterans History Project (VHP) is a collaboration between CCESR's Governor William A. O'Neill Oral History Project and the Elihu Burritt Library at CCSU. The VHP continues to be an archival partner with the United States Library of Congress.

Over the past year, the VHP at CCSU has continued to employ a student worker whose main objective is to scrub the metadata in our database to make searching more effective. He has also written blog posts and created a forthcoming StoryMap about women in the military with interviews from our collection. The VHP presented (virtually) at the fall conference for the Association for the Study of Connecticut History, featuring four veterans from the collection. Jillian Maynard, a co-project manager, submitted a manuscript for the Connecticut History Review (the journal of the ASCH) providing background and information about the collection. The manuscript is currently being edited. In the Spring 2023, a graduate student from Wayne State University helped to inventory the collections and wrote a blog post for us as part of a class project. Brian Matzke presented about the VHP collections at the Connecticut Digital Archives' Annual Meeting in June. Brian Matzke is currently writing an article about the collections for Connecticut Explored.

3. CSSER and the Institute for the Study of Crime and Justice Public Safety and Justice Community Engagement Project; Amplifying Neighborhood Voices: Community Perceptions of Public Safety (CPPS) Survey

The CPPS initiative started in Summer 2022. The project is supported by CCESR and is implemented by faculty of the Institute for the Study of Crime and Justice of the Department of Criminology and Criminal Justice. The goal of this initiative is to support a neighborhood to assess its perception of public safety to inform the efforts of stakeholders to advocate for the neighborhood. The initial objective of this initiative

was to start with one under-served neighborhood of New Britain.

The team decided to focus on the North-Oak neighborhood. Demographically it has one of the highest rates of poverty in New Britain, with a 27-30% rate of poverty across the two zip codes representing the neighborhood. It is also 70-80% Latino and African-American, two groups that are disproportionately impacted by and involved in the Criminal Justice system. During the summer of 2022, members of the CPPS team met with multiple North-Oak stakeholders to ascertain interest in this initiative and if interested, identify the people and institutions of North-Oak who have the knowledge of the neighborhood to inform participant recruitment. Meetings were held with these identified stakeholders individually and as a group in early-Fall during a lunch meeting at the New Britain public library, with the goal of ensuring the survey and recruitment strategy was informed by the people who live and/or work in the neighborhood. Their feedback informed final revisions of the survey. The team also attended a New Britain Back to School event where the initiative was introduced to families and began regular attendance at the North-Oak Neighborhood Revitalization Zone (NRZ) meetings, where NRZ members provided feedback and suggestions on a participant recruitment strategy.

The survey was launched at the Smalley Elementary parent night in September. This event was chosen due to the representative cross-section of North-Oak families. With the support of the Principal and Smalley staff, the event was a success, resulting in 57 parents completing the survey. Additional efforts to disseminate the survey included a presence at neighborhood coat drives and park events, post-card mailings to all property owners in the neighborhood and canvasing neighborhood businesses with flyers. The final recruitment effort involved a collaboration with the New Britain Housing Authority in the Spring of 2023. NBHA provided permission to disseminate hard-copies of the survey to each resident of three apartment complexes that border the North-Oak neighborhood. This was an important effort in that it increased the representativeness of our sample by capturing the voice of older residents.

The goal for 2023-24 is to analyze the data and report to neighborhood stakeholders, including the NRZ, Alderpersons who represent the neighborhood, and the New Britain police department. The aim is to have the data inform how public safety is exercised in the North-Oak neighborhood based on the expressed needs of the North-Oak neighborhood.

4. **CCESR Guest Speaker Program**

Ed Vargas began his time by having several introductory meetings with faculty and staff members. During the latter part of March and through the month of April and beyond he participated in a series of activities including: New Britain's Memorial Day Parade, CLDE 2023 Conference (Boston MA), Hecho en Puerto Rico Cultural Play (performed on campus), West Indian Gala (Vargas keynoted event), Latina Leadership Lunch, Educational Video Modules with Historic Society, Symposium on Climate Impact on Environment, Connecticut Public Focus Group on Students' Political Views, and Women's History Month Luncheon. Mr.

Vargas was also invited by several professors to guest lecture in their classes and/or to be a guest speaker at one of their student forums: Dr. Evelyn Newman-Phillips (John Lewis Institute for Social Justice (JLI)), Dean Robert Wolf (JLI), History Professor Aimee Loiselle, History Professor Juan Coronado, History Professor Mary Ann Mahony (LALCC/Talking Tuesdays), Social Work Professor Reinaldo Rojas, African-American Studies Professor Benjamin Foster, Computer Science Professor Lynroy Grant. He has also been attending the Board meetings of the Latin American, Latino and Caribbean Center. Finally, along with the Executive Director, Mr. Vargas met with New Britain Mayor Erin Stewart to discuss collaboration on issues of civic engagement.

During the legislative budget process, Mr. Vargas assisted CCSU administration in advocating for our budget. He spoke individually with several legislative leaders and with Gov. Lamont about both CCSU's and CSCU's budgetary priorities. He also participated in CCSU's Capital Day of Action along with students, faculty, and staff.

Among other activities he had several work sessions with student workers, first Melody Lozano and currently with her replacement, Nhu Nguyen. He has also been collaborating with the Hartford Public Library's Citizen Ambassador program with the goal of recruiting CCSU students as citizenship ambassadors. Currently he is preparing to teach a Political Science 230 course this fall on state and local government while continuing to participate in CCESR meetings and activities. Mr. Vargas also plays a key role in the Civic Engagement Task Force, aimed at increasing students' participation in civic engagement activities both on and off campus.

5. **Programming for Students**

Constitution Day: On National Constitution Day, CCESR co-hosted events for students on campus that included games to learn more about the constitution, interactive ideas for 'changing the constitution,' and ways to get more civically involved.

On Thursday, October 20th, 2022, CCESR collaborated with First Year Experience (FYE) on the event, *"Reduce, Reuse, REGISTER: Combatting Climate Change through Civic Engagement"*. The intention was to create an event emphasizing the importance of voter registration and civic engagement as it pertains to addressing the effects of climate change. The day consisted of our voter registration stations, a terrarium building activity, and a debate for the U.S. House of Representatives.

CCESR partnered with the New Britain League of Women Voters, West Hartford League of Women Voters, and Indivisible Connecticut to hold voter registration tables in different locations on campus. Don DeFronzo provided support to the voter registration tables with civic engagement information. They set up voter registration tables in the Elihu Burritt Library, Willard-DiLoreto Hall, and the Student Center Circle. In addition to voter registration tables, we had a set up hosted by FYE in the Student Center Circle where

students could put together a terrarium in addition to registering to vote. CCESR also had a white board where students could reflect on ways that they could act individually to reduce their carbon footprint and combat the effects of climate change.

CCESR additionally provided postcards with a QR code that led students to a voter registration link, as well as opportunities to get involved in combatting climate change through volunteer work and other action items. The QR code led students to additional educational resources on climate change that included books, films, and documentaries. The postcard was also used to promote a livestream of the debate for U.S. House, 5th Congressional District, Jahana Hayes (D – Incumbent) and George Logan (R). The debate was hosted at CCSU's Torp Theater in partnership with NPR/CT Public Television and was moderated by Frankie Graziano.

Multimedia Contest: in support and collaboration with the CCSU Global Environmental Sustainability Action Council (GESAC) and their 16th Annual Global Environmental Sustainability Symposium: Climate Change Impacts on Self, Society, Economy, & Environment/Working, we offered a multimedia contest for students. CCESR gave scholarship funds totaling $10,500 to seven students, three of whom presented at the symposium.

MLK Day of Service: working in collaboration with the CCSU Office of Equity and Inclusion (OEI), we had a choice of service activities for students, faculty, and staff to choose from in conjunction with the MLK Breakfast (1/20/23). We provided two service activities on campus – 100 Feminine Hygiene Kits for Homeless youth and 57 Literacy kits for children in New Britain (working with the United Way) – and two off campus activities – reading to children at Smalley Elementary School and Clean up at the Friendship Service Center in New Britain.

Earth Week: we provided a variety of programming during the week of April 18th-April 20th in recognition of Earth Day.
- CCSU volunteers went to Smalley Elementary to build terrariums with three 5th grade classes
- From the Ground Up: Grassroots Movements for Climate Justice, a panel discussion focused on the impacts of the global climate crisis as tied to environmental racism within local communities. Approximately 80 attendees listened and engaged with five different speakers.
    - Bridgitte Prince & Cynthia R. Jennings, Esq: Hartford North End residents and organizers whose community is besieged by sewage overflows and flooding
    - Angel Serrano: Environmental Organizer, Connecticut Citizen Action Group
    - Mixashawn: Indigenous Wave artist, author and educator
    - Kimmy Reindl: Co-Director, Sunrise Movement Connecticut
    - Amelia Kearney: Climate Advocate and Activist, Sunrise Movement Connecticut
    - Moderated by: Taina Manick, President of CCSU Social Work Club and Morgan DeCarlo, CCSU Social Work Club Officer

- 'We are still here': a roundtable discussion with local Indigenous communities. This roundtable included members of the local Indigenous nations engaging in a discussion about our communal effect on the land and its people. Approximately 65 attendees engaged with seven speakers.
    - Norman Momwetu Clement, Penobscot
    - Shoran Piper-Baez, Paugussett
    - Vicky Welch, Nipmuc
    - Gary O'Neil, Wangunk
    - Darlene Kascak, Schaghticoke
    - Candyce Testa, Pequot
    - Javier Villatoro, Zapotec
    - Moderated by: Denaya Chrisopherson, Red River Metis
- Working with the Sustainability Club and local community organization UR Community Cares, seven CCSU volunteers provided spring cleaning to five homes of senior citizens.
- Approximately 15 CCSU Volunteers worked with the North-Oak NRZ to coordinate a North-Oak Neighborhood Clean-Up, which included a 10:30 AM CCSU sponsored breakfast followed by an 11:00 AM clean-up.

6. O'Neill Advisory Board

After reviewing and changing the name of CPPSR to the Center for Community Engagement and Social Research, and the new O'Neill Endowed Chair (after six with previous Chair Don DeFronzo) it seemed the appropriate time to review the O'Neill Advisory Board. With assistance from our new Chair, Ed Vargas, and input from Dr. Toro, we have assembled a strong group of members from various constituencies to more accurately reflect our new and expanded mission.

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

</div>

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: re-accreditation 2018

Parent Program
Name of Program: Computer Science
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*:   **Bachelor degree**
OHE #:   00043
CIP Code Number: 110101   Title of CIP Code: Computer and Information Sciences

Proposed Program Characteristics
Name of Option/Track/Concentration/Specialization: Concentration in Artificial Intelligence
Modality of Program *(check all that apply)*: ☒On ground   ☐ Online   ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus   ☐ Off Campus   ☐ Both
Program website: https://www.ccsu.edu/programs/computer-science-bs
Program Type *(e.g., Bachelor Degree Option)*:   **bachelor degree**
Anticipated Program Initiation Date: Fall 2024
Anticipated Date of First Completion: varies based on student progress (part of a 4yr degree)
Total # Credits in Program: 38 (12 credits of AI courses---directed electives in BS in Computer Science Program)
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   4

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:

CIP Code Number: 11.0101   Title of CIP Code: Computer and Information Sciences

Department where program is housed: Computer Science
Location Offering the Program *(e.g., main campus)*: main campus

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

Provide the intended catalog description for this program: BS in Computer Science program prepares students for successful careers in the software industry. Students earn a broad range of critical skills in software development, computer security, networking, databases, artificial intelligence, and many more. Students can replace the15 credits of general program electives with directed electives to add a concentration. 12 credits in AI coursework required to earn the BS in Computer Science with a concentration in Artificial Intelligence.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#:   BOR Accreditation Date:
Phase Out Period   Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes   ☐ No

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

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Chad Williams	Title: Chair Computer Science	Tel.: 832-2719 e-mail: cwilliams@ccsu.edu

NOTES:
- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* A goal of CCSU's strategic plan is Offer degrees, certificates, and experiences designed for today and tomorrow. Central is distinctive in its commitment to workforce and state economic development, notably through its emphases in Science, Technology, Engineering, and Mathematics, which directly address the state's workforce needs (distinctive element).

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  AI is rapidly expanding in nearly every sector this is coupled with the projected 13% increase in jobs in Computer Science .

- 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?

  5 faculty in computer science have expertise in AI, CCSU is also constructing an AI corridor complete with dedicate spaces as AI laboratories that will support both teaching and learning as well as innovation.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This is only a concentration within an existing program. By selecting specific credits students add the concentration to the BS degree. These are currently offered as electives.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

Courses taught as part of the concentration would have the option to use the AI corridor for teaching and/or class projects.

Student Recruitment / Student Engagement

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

The CS major is a continuously growing major. Since 2019, the program has grown 36% to an enrollment over 600. This concentration adds cutting edge content to the existing major.

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

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

Graduates will apply a broad understanding of the fundamental theories, concepts, and applications of computer science in their career.

1. (ABET SO-1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. (ABET SO-2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. (ABET SO-3) Communicate effectively in a variety of professional contexts. Graduates will act ethically and with social responsibility in their careers.
4. (ABET SO-4) Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. (ABET SO-5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. Graduates will communicate effectively, both orally and in writing and engaged in collaborative teamwork.

6. (ABET SO-6) Apply computer science theory and software development fundamentals to produce computing-based solutions. Graduates will be engaged in a wide range of careers and/or graduate studies in computer science or related fields with a passion for lifelong learning.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Chad Williams
- Email: cwilliams@ccsu.edu   Phone: 860-832-2719

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program *faculty member receives load as the department chair—as this is just a concentration, there is no additional load compensation.*

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach?

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?

What percentage of program credits will be taught by adjunct faculty?

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

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

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

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

CS 445 machine Learning			3
CS 446 Intro to machine learning for Cyersecurity			3
CS 474 Semantic Web			3
CS 475 Linked data engineering			3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits: THIS IS A CONCENTRATION WITHIN A 38 credit major- these 12crs replace free electives			12
What are the admissions requirements for the program?			
Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☐ No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program:			

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION	
Institution: Central CT State University	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: Reaccreditation 2018
Program Characteristics Name of Minor: Application of Artificial Intelligence Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both Program website: in creation Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: as a minor it varies as students complete their degrees. Total # Credits in Program: 18
CIP Code Number: 11.0102   Title of CIP Code: Artificial Intelligence
Department where program is housed: Interdisciplinary Location Offering the Program *(e.g., main campus)*: main campus
Provide the intended catalog description for this program: The Minor in The Application of Artificial Intelligence is an interdisciplinary program designed to equip students with a robust understanding of the application of AI technologies. This minor is ideal for students from any major who wish to augment their primary field of study with AI skills, preparing them for a future where AI plays a pivotal role across all sectors.
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
• If seeking specialized/professional/other accreditation, name of agency and intended year of review:
• If minor prepares graduates eligibility to state/professional licensure,
   ○ identify credential:
   ○ confirm NC-SARA requirements met: ☐ Yes ☐ No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Michael Gendron	Title: Professor	Tel.: 860-832-3293 e-mail: gendronm@ccsu.edu

NOTES:
- This informational 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.
- This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* As part of its mission, CCSU strives to prepare students for the 21st century as well as responding to workforce needs. This minor is one of several programmatic responses to

the rapid increase in the use and application of AI in nearly every sector, Part of CCSU's strategic plan, (goal 1), is enhancing academic excellence and preparing graduates to thrive in a changing economy, which includes "Encourage interdisciplinary collaborations through innovative courses and degree options".

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  AI has become a part of nearly every field. It is inevitable that AI will have some role in nearly every job. Preparing students for this future is part of CCSU's mission as well as responding to the workforce needs of CT.

- 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?

  CCSU is the STEM institution within CSCU. We have related programs in ROBO, CS, Networking, MIS, as well as many relevant courses across the university. CCSU is building an AI corridor with dedicated lab spaces and technology. CCSU has a demonstrated record of cutting edge technology and education (XR Lab). Faculty with AI expertise with over 200 publications.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    Tracking of demographics of students-as an interdisciplinary program it will draw a wide/diverse population of students. The interdisciplinary nature of AI, as it is applied to disciplines and applications suggests that students from across campus, with varying skills, will be attracted to this program. As most of the courses do not have a specific course prerequisite, the program is "open" to all students.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

    This is a very accessible program. Most of the requirements do not have prerequisites etc, however CCSU has recently partnered with Knack to provide tutoring support for nearly every offered course/program.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

    Data will be used to determine where students struggle to inform decisions about supports and allocation of appropriate resources. If particular groups are seen to be less successful, additional measures will be made to expose students to more AI opportunities within the curriculum and through hands-on activities.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

The major cost to the program is faculty salary-although all of the core courses are part of our current course offerings so initially there is **no net cost** to offer the program. If the enrollment in the minor increases rapidly, it may be necessary to offer additional sections of the courses. The core courses are already offered as part of other academic programs and technological resources are already in place. No specific costs related to the program directly.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

For some of the courses, laboratory space in our AI corridor will be supplied and maintained by our IT department.

Student Recruitment / Student Engagement

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

Regular student body with interest in AI. Several majors at CCSU require that students complete a minor. With the rapid expansion of both development and application of AI across nearly all disciplines suggests that this program may be attractive across disciplines from Arts and Humanities to Stem. Current course offerings with embedded AI topics/activities have been well received. In addition, the creation of the AI corridor at CCSU will offer additional opportunities for CCSU students. Do not expect special marketing efforts will be required but advertising the minor as part of a larger AI marketing plan would be appropriate.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The AI corridor provides the opportunity for research/application-based projects (high impact practice), that should engage students in both the development and application of AI in their respective disciplines.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Define key concepts and terminology related to AI.
2. Develop an awareness of the societal impact of AI technologies.
3. Apply AI techniques to solve real-world problems.
4.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Embedded assessments in courses, to include projects, scorable assignments

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Michael Gendron (MIS)/Chad Williams (CS)
- Email: gendronm@ccsu.edu / cwilliams@ccsu.edu   Phone: 832-3293 / 832-2719

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach?

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4-5 faculty- core courses are part of normal courses offerings which some may be taught by adjuncts. Majority of core courses are regular offerings taught by FT faculty.

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1-2- depending on the semester an adjunct may be used to teach courses such as CS 113 and MIS 310. CS 113 satisfies general education so multiple sections are offered each semester, with various adjuncts teaching the course.

What percentage of program credits will be taught by adjunct faculty? varies

As an interdisciplinary program there is a wide array of different courses that can fulfill the minor particularly the directed electives as those can occur in multiple disciplines.

Curriculum

Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Library Science 160 - Information Exploration in the AI Era	1	None	3
Management Information Systems 202 - Introduction to the Application of Artificial Intelligence	3	None	3
CS 113 Introduction to Computer Programming **OR**	3	None	3
MIS 310 Contemporary Business Applications Development I	3	MIS 202	3
PHIL 242 Ethical Problems in Technology **OR**	2	None	3
PHIL 245 Computer Ethics	2	None (GE SA I)	3
Directed Electives(from a selection of AI related courses from ROBO, BUS, LING, MIS, CS-additional course with AI focus can be added as electives)	1,2,3	varies	6
Open Electives (*Indicate number of credits of open electives*			0
Total Program Credits:			18

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date: **Continued in accreditation; approved at the Commission's meeting on 4/12/19**	
Program Characteristics Name of Program: **Criminal Justice Leadership** Modality of Program *(check all that apply)*: ☐On ground ☐ Online **X** Hybrid, % of fully online courses **60%** Locality of Program: **X** On Campus ☐ Off Campus ☐ Both Program website: **https://www.ccsu.edu/criminology** Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **Graduate Certificate** Anticipated Program Initiation Date: **Fall 2024** Anticipated Date of First Completion: **Spring 2026** Total # Credits in Program: **12** IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **2 academic years**	
Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: **https://www.ccsu.edu/tuition-aid**	
CIP Code Number: **43.0103** Title of CIP Code: **Criminal Justice/Law Enforcement Administration**	
Department where program is housed: **Department of Criminology & Criminal Justice** Location Offering the Program *(e.g., main campus)*: **CLASS, Central Connecticut State University**	
Request for SAA Approval for Veterans Benefits? **No**	
Provide the intended catalog description for this program: This certificate is designed for criminal justice professionals currently working in the field. The program covers relevant theory and practice relating to criminal justice leadership, including the interpretation and evaluation of research, management of criminal justice employees, development of criminal justice organizations, and implementation of program policy. Graduates will learn the fundamental principles and methods needed to effectively lead in criminal justice and related organizations. Courses from the Certificate Program can be applied towards the M.A. in Criminal Justice Administration. The Criminal Justice Leadership Certificate requires students to complete 12 credit hours. Students must successfully complete CJ 571 and 3 courses (12 credits) within the Criminal Justice Leadership Certificate Program with a 3.0 or better. Students can take CJ 571 and any 3 courses in any sequence to complete the program requirement.	

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination   Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No   **Not applicable**

Other Program Accreditation:
 • If seeking specialized/professional/other accreditation, name of agency and intended year of review:
 • If program prepares graduates eligibility to state/professional licensure,
   o identify credential:
   o confirm NC-SARA requirements met: ☐ Yes ☐ No
 	
 (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)
 	
 Not applicable

Institutional Contact for this Proposal: Dr. Michelle Cubellis	Title: **Associate Professor of Criminology, Graduate Program Director for Department of Criminology & Criminal Justice**	Tel.: **860-832-3011** e-mail: **macubellis@ccsu.edu**
Secondary Institutional Contact for this Proposal: Dr. Reginald Simmons	Title: **Professor of Criminology, Department Chair for Criminology and Criminal Justice**	Tel.: **860-832-3134** e-mail: **simmonsred@ccsu.edu**

NOTES:
 • This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
 • This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
   o Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
   o Undergraduate certificates ≤ 15 credits
   o Graduate certificates ≤ 12 credits
   o Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

The Department of Criminology & Criminal Justice proposes the implementation of a 12-credit Criminal Justice Leadership Certificate for professionals in criminal justice and related fields. The Criminal Justice Leadership Certificate presents criminal justice professionals, specifically those working in leadership positions or those with interest in advancement within their organization, with the opportunity to gain more specialized training in skills needed to excel in leadership positions. The program covers relevant theory and practice relating to criminal justice leadership, including the interpretation and evaluation of research, management of criminal justice employees, development of criminal justice organizations, and implementation of program policy. Central Connecticut State University released a Strategic Plan 2030 with several highlighted goals, two of which were preparing graduates to thrive in a changing economy and increasing access to higher education and ensuring student success. Our Criminal Justice Leadership Certificate directly works towards these goals by aiding graduates in the development of skills that will make them competitive on the job market. Additionally, the offering of a Criminal Justice Leadership certificate in a hybrid format will allow non-traditional students, and full-time working professionals, the flexibility to obtain their certificate using online and hybrid coursework.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

There are a handful of certificates pertaining to Criminal Justice Leadership or Administration, but most of them have a focus on law enforcement (e.g., University of Central Florida, University of Louisville), and none are offered in Connecticut or the New England area. Our certificate would be open to all professionals in the criminal justice system (law enforcement, corrections, judicial, non-profit, victim's advocacy, etc.) and related fields, and broadly addresses the leadership roles across differing parts of the system. Many mid-career CJ professionals pursue advanced degrees to position themselves for promotional and other career opportunities. However, due to work and family commitments, they often are reluctant to commit to a full master's program. The CJ Leadership Certificate provides them with an avenue to achieve a tangible educational outcome with fewer credits, while also providing them with a pathway to pursue a master's degree if they choose.
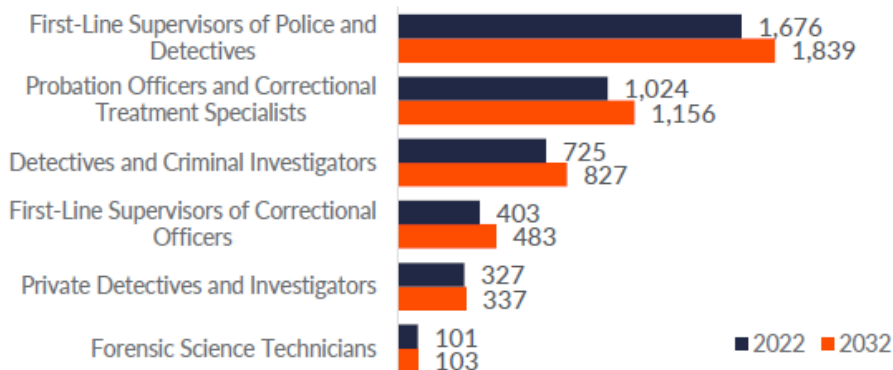
Within the state of Connecticut, criminal justice administration-related positions, those directly benefiting from a Criminal Justice Leadership Certificate, are expected to grow over the next ten years (see graph below).

CONNECTICUT EMPLOYMENT PROJECTIONS
Criminal justice administration-related positions in Connecticut (2022-2032)

Position	2022	2032
First-Line Supervisors of Police and Detectives	1,676	1,839
Probation Officers and Correctional Treatment Specialists	1,024	1,156
Detectives and Criminal Investigators	725	827
First-Line Supervisors of Correctional Officers	403	483
Private Detectives and Investigators	327	337
Forensic Science Technicians	101	103

Hanover Research, 2023

On a national level, criminal justice, and related occupations, the direct employment prospects for students completing the Criminal Justice Leadership Certificate, are expected to grow (see table below). Due to the hybrid nature of the certificate course offerings, students from within and outside of Connecticut represent potential student enrollment, further emphasizing the importance of this national growth.

Job Title	Job Growth Outlook 2022-2032
Police Officers & Detectives	+3%
Private Detectives and Investigators	+6%
Security Guards	-1%
Probation Officers and Correctional Treatment Specialists	+3%
Social and Human Service Assistants	+9%
Substance Abuse and Behavioral Disorder Counselors	+18%
Social Workers	+7%

Occupational growth estimates obtained from https://www.bls.gov/ooh/

Additionally, a market analysis conducted by Hanover Research (2003) (Appendix A), found that professionals in detective and investigatory roles in Connecticut (one of the student populations targeted for the Criminal Justice Leadership Certificate) are more likely to have obtained a master's degree or higher, and will likely face even greater pressure to obtain additional graduate credentials to remain competitive for leadership positions in their organizations. The report suggests that in addition to traditional criminal justice occupations, related occupations such as Social and Community Service Managers and Mental Health and Substance Abuse Social Workers, are also more likely to obtain higher levels of education. The increased need for higher education and additional credentials within these fields highlights the value of our Criminal Justice Leadership Certificate, especially among professionals already in supervisor or leadership positions.

Hanover. (2023, July). *Academic program assessment: Criminal justice administration*.

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

  The Criminal Justice Leadership Certificate draws from the specialization and experience of faculty within our department. The Department of Criminology and Criminal Justice features a diverse faculty profile, with specialists in Organizational Behavior, Evaluation Research, Criminal Justice Management, and Leadership. Faculty within the department developed the curriculum for the Criminal Justice Leadership Certificate based on our understanding of the needed skillset and best practices within the areas of criminal justice, focusing specifically on decision-making and administration skills. The established relationships between our faculty and state, local, and community organizations also presents the opportunity for guest speakers who can discuss the real-world application of course concepts. This further strengthens the department's commitment to fostering meaningful connections between course content and the field, while allowing for increased opportunities for networking for students.

  CCSU has emphasized the need to ensure that education is attainable to all, while ensuring graduates have the skills and tools necessary to make them competitive in their respective job markets. Students within our traditional M.S. program have often requested more flexible course opportunities and additional certifications and training. Through the development of our existing Advanced Detective Certificate, and the newly formed Criminal Justice Leadership Certificate, we can now provide more specialized certification in a more flexible modality for students in the workforce.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

- o Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

- o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

To advance equity within our Criminal Justice Leadership Certificate, the Criminology and Criminal Justice Department specifically designed the admissions requirements with equity in mind. Rather than relying solely on traditional measures of student achievement and readiness (such as GPA), which are often linked to factors such as privilege and income or social background, admissions to the degree is based on work experience, but also the student's ability to show their drive, persistence, and ability to succeed in the certificate.

The department will develop promotional materials that stress the benefits of this program for working professionals with personal life demands. The department has good working relationships with several police departments, state and federal agencies, and non-profits due to our internship, detective certificate programs, research collaborations, and alumni. Our basic detective certificate program, the only one in the state, has been completed by over 260 police officers. Several of our adjuncts are current or former administrators of CJ-related municipal and state agencies. Additionally, our alum work in law enforcement, victim's advocacy, federal probation, judicial, state probation, and community-based non-profits. We will ask this extensive and diverse alumni pool to advertise this initiative within their respective agencies and invite them to consider it for themselves. We will seek to develop with these agencies effective ways of advertising the program across shifts, race/ethnicity, and gender.

The department recognizes that a percentage of students in this certificate may not have attended school for quite some time. Others may have some anxiety regarding their belief that they can succeed in a online/hybrid class. The department will provide tutorials on the use of Blackboard and will also inform the students of resources on campus that can support student success, such as the Writing Center and the Learning Center. Professors will utilize an online forum such as a discussion board, where students can pose questions to the professor and or other students. If a student is under-performing, and the student has not reached out to the professor, the professor will reach-out to the student to assess the situation and work with the student on strategies to try or suggest available support.

If inequities in retention and completion are demonstrated, the graduate program director will work with the department chair and the department curriculum committee to assess the problem. Course evaluations will aid in this effort.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

The Criminal Justice Leadership Certificate is being offered as a stand-alone certificate, as well as a stackable certificate that can count towards completion of our M.A. in Criminal Justice Administration. Students who enter CCSU and complete the Criminal Justice Leadership Certificate can then apply for admission to our M.A. in Criminal Justice Administration, transferring over their 12 certificate credits to meet 12 credits towards the 30-credit degree. Additionally, students who are admitted to the M.A. program and choose alternative electives to complete their degree may then also apply for the Criminal Justice Leadership Certificate. Our M.S. in Criminal Justice can also serve as a potential pathway to the Criminal Justice Leadership Certificate for students who have work experience or can outline their success in the certificate program. Our existing Advanced Detective Certificate can also pose a potential pathway for students into the Criminal Justice Leadership Certificate. Students who are currently working in supervisor positions and are completing their Advanced Detective Certificate may also complete the Criminal Justice Leadership Certificate.

Across Central Connecticut State University as a whole, the certificate could benefit other departments such as Psychological Science and Social Work. The Criminology and Criminal Justice Department has worked hard to develop partnerships with local agencies through grant-funded work, as well as our Field Studies Internship experience. Professionals within these organizations represent that target student body for the Criminal Justice Leadership Certificate, and these partnerships could serve as pathways into the certificate program.

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

   There are currently no graduate certificates in Criminal Justice Leadership being offered at any other CSCU institution and no similar programs focusing on Criminal Justice Leadership.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

See MA in CRM ADMINISTRATION PROPOSAL- certificates create a "stackable credential model" into the MA program.

We developed the Criminal Justice Leadership Certificate to be offered using our existing faculty resources. The certificate was developed using our existing graduate elective courses, with the addition of two newly created courses. All the courses offered as part of the Criminal Justice Leadership Certificate are taught by our tenured faculty. This allows us to build the certificate program over time, while drawing upon existing courses to ensure we meet enrollment requirements.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No special resources are needed for this program.

Student Recruitment / Student Engagement

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

Students from within our traditional M.S. degree, as well as students enrolled in one of our other certificate programs (Advanced Detective, Victim's Advocacy, or Forensic Counseling) present potential enrollment opportunities for the Criminal Justice Leadership Certificate. The Department has a Marketing & Outreach Committee that is currently in discussion with University Marketing representatives to discuss updating of existing marketing materials, and the development of new marketing materials aimed specifically at these new certificates. Additionally, the Department will market the new certificate at upcoming graduate open houses and department organized career fairs. Larger marketing campaigns to surrounding criminal justice agencies will also be undertaken to ensure local law enforcement, corrections, courts, and community organizations are aware of the new certificate offering.

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

To facilitate student retention and completion, the Criminology and Criminal Justice Department will hold several professional development opportunities for current students. These may include Criminal Justice/Criminology focused open houses, career fairs, special topic speaker presentations, and social events geared specifically towards graduate students. The Department currently has a very active Criminal Justice Club which has already held several events geared towards fostering student engagement with the Department and other students. We have found that encouraging student engagement in this way is a useful tool towards ensuring student retention and completion of various programs/offerings.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

SOC Code	SOC Title	Median Estimated Earnings (2023)
33-3012	Correctional Officers and Jailers	$49,610
33-3020	Detectives and Criminal Investigations	$69,160
33-3050	Police Officers	$69,160

33-9020	Private Detectives and Investigators	$52,120
33-9032	Security Guards	$34,770
21-1092	Probation Officers and Correctional Treatment Specialists	$59,860

Estimates obtained from U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

NAICS Code: 922150

NAICS Title: Parole Offices and Probation Offices

NAICS Code: 922190

NAICS Title: Other Justice, Public Order, and Safety Activities

Career/Program Pathways

Does this program prepare students for another program? **X** Yes, specify program: ☐ No

This certificate is a stand-alone certificate meant to instruct students on the leadership and management roles within criminal justice and related fields. This certificate is one of four stackable certificates that students can use for entry into the M.A. in Criminal Justice Administration at CCSU, if so desired.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Students will be able to critically evaluate scholarly articles and technical reports, allowing them to assist criminal justice agencies with identifying and addressing their research needs.
2. Students will be able to identify the characteristics of effective and ineffective criminal justice leaders and their influence on organizations.
3. Students will apply methods of organizational/program analysis, theoretical concepts, and field experience to identify challenges to organizational effectiveness and suggest methods for improvement.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Students will be assessed using several different methodologies throughout the certificate courses. These assessments will include:

1) Written assignments requiring students to apply course concepts to research articles or technical reports.
2) Weekly discussion boards which allow students to share lessons from their experience and gain perspective from other students in the course on class concepts.
3) Exams to ensure retention and understanding of course concepts.

Students will be provided with rubrics for all assessment methodologies. The Department's Assessment Committee will gather quantitative data from these rubrics to assess student progress in the program and make appropriate changes to the curriculum where needed.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: **Michelle Cubellis**
- Email: **macubellis@ccsu.edu**   Phone: **860-832-3011**

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The certificate will be administered by the Graduate Program Director for the Criminology and Criminal Justice Department. The Graduate Program Director already receives 3 FTE load credits per semester to oversee the M.S. in Criminal Justice and Accelerated BA/MS program. Administration of the new Criminal Justice Leadership Certificate will be combined with these existing duties.

Program Faculty

See MA in CRM ADMINISTRATION PROPOSAL

How many new full-time faculty, if any, will need to be hired for this program? **N/A**

If any new full-time hires, what percentage of program credits will they teach? **N/A**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **N/A**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **N/A**

What percentage of program credits will be taught by adjunct faculty? **None**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **N/A**

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Jennifer Hedlund	PhD Industrial and Organizational	Organizational Behavior; Human Resource Management;	Associate Professor of Criminology & Criminal Justice

	Psychology, Michigan State University	Leadership; Personnel Testing; Pretrial Risk Assessment	
Stephen Cox	PhD Criminal Justice & Criminology, Michigan State University	Community Corrections; Evaluation Research; Policy Analysis	Full Professor of Criminology & Criminal Justice
Julie Schnobrich-Davis	PhD Criminal Justice, State University of New York at Albany	Evidence-Based Police Practices; Police Collaborations; Organizational Change; Crime Reduction Strategies	Full Professor of Criminology & Criminal Justice; Advanced Detective Certificate Director
Eugena Givens	PhD Criminology, University of South Florida	Substance Use and Mental Health; Domestic Violence; Media Representation of Crime; Program Evaluation	Associate Professor of Criminology & Criminal Justice
Eric Dlugolenski	PhD Criminal Justice, University of New Haven	Criminal Justice Management; Police Science; Research Methods; Quantitative Analysis; Policy Evaluation	Assistant Professor of Criminology & Criminal Justice

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
*CJ 571: Applied Research and Data Interpretation (Core Required Course)	L.O. #1		3
CJ 573: Managing Criminal Justice Employees	L.O. #2		3
*CJ 574: Effective Criminal Justice Leadership	L.O. #1; L.O.#2		3
CJ 575: Developing Criminal Justice Organizations	L.O.#1; L.O.#3		3

CJ 580: Criminal Justice Policy Implementation and Effectiveness	L.O.#1, L.O. #3		3
Open Electives (*Indicate number of credits of open electives*)			9
Total Program Credits:			12

What are the admissions requirements for the program?

Applicants to the Criminal Justice Leadership Certificate Program must have a BA/BS from an accredited institution of higher education, at least 3 years of work experience in Criminal Justice or a related field, and an overall GPA of 2.7 or better. Applicants who do not meet the minimum GPA requirements may be considered, at the discretion of the Department, for admission with additional documentation speaking to their experience in the field and potential for success in the program.

Does this program have special graduation requirements (e.g., capstone or special project)? **No**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? **No**

Describe the prospective students for the program:

Prospective students for this certificate are those currently working in criminal justice or related fields, with either experience or interest working in leadership roles within these organizations. The certificate is not exclusive to criminal justice, allowing for professionals in social work, psychology, sociology, counseling, and community engagement to apply. While we require applicants to have at least three years of work experience in criminal justice or related fields, students who do not meet the work experience requirement, but who have some experience in the field and can demonstrate their potential for success in the certificate are also considered for admission.

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: Submission of this form to the CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; Approved at the Commission's meeting on 4/12/19

Program Characteristics
Name of Program: Cultural Resource Management
Modality of Program *(check all that apply)* ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒On Campus ☐ Off Campus ☐ Both
Program website: https://www.ccsu.edu/anthropology
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: Graduate Certificate
Anticipated Program Initiation Date: Fall 2024
Anticipated Date of First Completion: Spring 2025
Total # Credits in Program: 15
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.ccsu.edu/tuition-aid

CIP Code Number: **30.1202**   Title of CIP Code: Cultural Resource Management and Policy Analysis
CIP Code Number: 43.0123   Cultural/Archaeological Resources Protection
CIP Code Number: 30.1201   Historic Preservation and Conservation, General

Department where program is housed: Geography/Anthropology/Tourism and History departments
Location Offering the Program *(e.g., main campus)*: CLASS, Central Connecticut State University, New Britain

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

This non-degree Graduate Certificate program in Cultural Resource Management is offered jointly through the Departments of History and Anthropology/Geography/Tourism. **It is designed to provide professional skills and knowledge to students interested in cultural heritage and gaining direct and swift access to a career by filling critical workforce needs in the Northeast.** Students can pair the certificate with the MA in Public History, in consultation with a program advisor, with a specialization in either Archaeology, Architectural History/Historic Preservation, or Planning. Students who already possess a Master's degree in Archaeology or History, or hope to pursue a Master's can earn this certificate independently. Courses completed as part of this certificate program may later be applied to the department's Public History MA program.

Required Courses for Graduate Certificate (12 credits)* The Graduate Certificate can be earned as a stackable credential within the Public History MA or independently. Electives will be applied according to chosen specializations in one of the following: History/Architectural History, Planning, or Archeology. Specializations can complement, supplement, or augment the student's degree program.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: N/A
Program Discontinued: CIP: OHE#:   BOR Accreditation Date:
Phase Out Period   Date of Program Termination

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ N☐A

Other Program Accreditation:
  • If seeking specialized/professional/other accreditation, name of agency and intended year of review:
  • If program prepares graduates eligibility to state/professional licensure,
    ○ identify credential:
    ○ confirm NC-SARA requirements met: ☐ Yes ☐ No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Leah Glaser	Title: Professor of History	Tel.: 860-832-2825 e-mail: glaserles@ccsu.edu

NOTES:
- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

Overall this program aligns with CCSU's strategic plan goal to Develop flexible academic programs that ensure accessibility, inspire lifelong learning, and prepare graduates to meet the demands of the 21st century and the future needs of industry. The design of this program will be attractive to those with an earned Master's degree or currently enrolled in a master's degree program seeking to add skills in the area of Cultural Resource Management. In addition, for those students considering graduate work, but may not yet be ready to enroll in a master's program, this program can serve as a "stackable credential" as the first step towards completing a master's degree program at CCSU.

CCSU Strategic Plan Goals: CCSU's Strategic Plan includes five goals, and this proposal addresses three of them. These include

1. Enhancing academic excellence and preparing graduates who thrive in a changing economy. As the United States begins to aggressively address its declining infrastructure, qualified individuals will be needed to identify, assess, and evaluate the impact on environmental and cultural resources, in accordance with the National Environmental Policy Act, the Connecticut Environmental Policy Act, and the National Historic Preservation Act (Section 106). There is already a dearth of such individuals, and the coming years predict a high need.
2. Strengthening stewardship by advancing scholarship, service learning, and community meant for the public good. The nature of the field requires community outreach and partnerships, and these aspects will be integrated into the courses required.

3. Assuring financial sustainability for the future. Because of the dearth of qualified individuals in this field, the program should attract those interested in the field and interested in employment. Federal money may also be available to support the development of this program in order to increase the number of individuals that meet the Secretary of the Interior qualifications to work in the field.

A certificate will serve as a targeted professional credential to supplement existing MA programs at CCSU, particularly Public History. It will provide graduate students with access to professionals in the field as well as internship opportunities. Cultural Resource Management (CRM) work generally requires a Master's Degree in a related field, including Public History. A CRM certificate will make CVs/resumes stand out to potential employers, and expand opportunities for those with a Public History MA Degree, including consulting companies and state and federal agencies. Having both the MA and the certificate will make our students tremendously marketable because they will be a ble to fill a broad range of needs in firms and agencies (both in terms of history and archaeology).

Addressing Identified Needs

*   **How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program.** *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

This program will appeal to students interested in cultural heritage and gaining direct and swift access to a career by filling critical workforce needs in the Northeast. Archaeology (and History) employment in Connecticut and the United States is largely driven by compliance with federal laws, namely, Section 106 of the National Historic Preservation Act and the National Environmental Policy Act.

In 2021, approximately 16,000 archaeologists were employed across the country. The vast majority (over 90%) are located within an industry best known as Cultural Resource Management, or CRM, which is based on compliance legislation. This legislation, and the CRM field, also addresses historic properties above ground and is thus very similar to the work of historians in the preservation field.

Because of the substantial increase in spending from the Bipartisan Infrastructure Bill on compliance projects, the SRI Foundation forecasted the industry need for archaeologists and CRM professionals over the next 10 years (*Advances in Archaeological Practice*, November 2022) and came to the following conclusions:

1. Full-time equivalent (FTE) CRM employment will increase from around 16,000 to 21,500 from the beginning of FY2021 to the end of FY2031.
2. Newly created jobs plus jobs vacated by those leaving or retiring will yield about 11,000 FTE open positions in CRM between FY 2021 and 2031.
3. Of the 11,000 positions, 8,100 will be filled by archaeologists.
4. Of the archaeologists, 5,650 FTE positions will require advanced degrees (MA/PhD) to meet the Secretary of Interior's (SOI) professional qualifications standards.
5. Based on current graduation rates, only about 3,250 archaeologists will be granted advanced degrees between FY2021 and FY2031.
6. If all archaeologists who graduate with advanced degrees between FY2021 and FY2031 are employed in CRM, there remains a deficit of about 2,400 FTE MA/PhD CRM archaeologists.

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US Agencies Cultural Resource (CR) Budgets Allocated by Congress	FY 2020 ($ in millions)
National Park Service Cultural Programs	31.12
National Heritage Areas	21.94
National Park Service Networks	1.00
American Battlefields	13.00
Bureau of Land Management Cultural Programs	18.63
State Historic Preservation Offices	52.67[a]
Tribal Historic Preservation Offices	13.74[a]
Save America's Treasures	16.00[a]
Competitive Grants (African American Civil Rights, History of Equal Rights, Underrepresented Communities)	27.31[a]
Historic Revitalization Grants	7.50[a]
National Park Service International Park Affairs	1.90
Historically Black Colleges and Universities	10.00[a]
Advisory Council on Historic Preservation	7.37
Subtotal: Government-allocated CRM	**222.18**
US Agencies CR Mixed Budgets Allocated by Congress	
Department of Defense	197.00
US Forest Service Recreation/Heritage	26.86
National Park Service Resource Stewardship	113.80
BLM National Conservation Lands	15.58
Subtotal: Government-Allocated Mixed Budget CRM	**353.24**
US Agencies CR Project Budgets	
Department of Transportation	250.00
Corps of Engineers (not regulatory)	25.00
Bureau of Reclamation	10.00
Bureau of Land Management	5.00
Federal Emergency Management Agency	50.00
National Resource Conservation Service	1.00
US Fish and Wildlife	1.00
Subtotal: Government-Allocated CR Projects	**342.00**
Nonfederal Government	**15.00**
Total US Government	**932.42**
Private Sector	**466.21**
Total US CRM	**1,398.63**

TABLE 1. FY 2020 Estimate of CRM Spending in the United States.

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Fiscal Year (FY)	CRM $ in Previous Year	% Increase in Real GDP in Previous Year	CRM $ Adjusted for Real GDP Growth	Infrastructure $	Total CRM $ in Current FY	Number of CRM FTE	Number Retiring or Leaving CRM	Increase/ Decrease in CRM FTE	Needed Number of New CRM FTE	Estimated New Jobs in CRM Archaeology	Estimated New MA/ PhD Jobs in CRM Archaeology	Total PhD/MA in Archaeology Entering Labor Market	Job Deficit/ Surplus for MA/ PhD
2021	1,400,000,000	0.046	1,464,400,000	0	1,464,400,000	17,034	426	749	1,175	881	617	297	320
2022	1,464,400,000	0.029	1,506,867,600	35,000,000	1,541,867,600	17,935	448	901	1,349	1,012	708	297	411
2023	1,506,867,600	0.022	1,540,018,687	87,500,000	1,627,518,687	18,931	473	996	1,470	1,102	772	297	475
2024	1,540,018,687	0.023	1,575,439,117	95,000,000	1,670,439,117	19,431	486	499	985	739	517	297	220
2025	1,575,439,117	0.023	1,611,674,217	110,000,000	1,721,674,217	20,027	501	596	1,097	822	576	297	279
2026	1,611,674,217	0.019	1,642,296,027	125,000,000	1,767,296,027	20,557	514	531	1,045	783	548	297	251
2027	1,642,296,027	0.016	1,668,572,763	135,000,000	1,803,572,763	20,979	524	422	946	710	497	297	200
2028	1,668,572,763	0.016	1,695,269,927	125,000,000	1,820,269,927	21,174	529	194	724	543	380	297	83
2029	1,695,269,927	0.016	1,722,394,246	110,000,000	1,832,394,246	21,315	533	141	674	505	354	297	57
2030	1,722,394,246	0.015	1,748,230,160	100,000,000	1,848,230,160	21,499	537	184	722	541	379	297	82
2031	1,748,230,160	0.016	1,776,201,843	77,500,000	1,853,701,843	21,562	539	64	603	452	316	297	19
Total				1,000,000,000			5,511	5,278	10,789	8,091	5,664	3,267	2,397

Economic Forecast of the CRM Industry and Job Market, FY 2021-2031.

Expected CRM Spending in the United States, FY 2021-2031

- Altschul, Jeffrey H., and Terry H. Klein. "Forecast for the US CRM Industry and Job Market, 2022–2031." Advances in Archaeological Practice 10, no. 4 (2022): 355-70. doi:10.1017/aap.2022.18.

While these numbers suggest an alarming deficit, they represent only one portion of the investments requiring federal regulatory oversight. It does not take into consideration similar growing needs for compliance among other federal agencies that have received increased budgets outside of the Bipartisan Infrastructure Bill or with state laws, such as the Connecticut Environmental Policy Act, or municipal ordinances. As a point of reference, the CT State Historic Preservation Office currently reviews approximately 3,000 projects per year. This number is expected to increase by more than 30%.

There are approximately 10 firms in the Northeast region that each employ more than 25 archaeologists and several historians. The Connecticut State Historic Preservation Office routinely receives inquiries from local firms looking for employees. Entry-level jobs within the private sector are often full-time with benefits and have an average starting salary of approximately $35-45,000 per year. However, additional education and experience generally are associated with salaries double this amount: senior-level positions typically pay in the range of $80-120,000.

The Federal Transit Administration had only one archaeologist for many years, but during the past two years, the office increased from one to 33 preservation professionals with the goal of employing a total of 68 individuals in the coming year. Positions within the public sector are often full-time with benefits and have an average starting salary of approximately $40-55,000 per year. However, additional education and experience generally are associated with salaries typically in the range of $85-160,000.

- **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?**

Each year our state loses talent as young people seek degrees in archaeology in other states and often become employed out of state because they have developed opportunities as part of the practical training offered by their degree. In addition to providing the opportunity to study history and archaeology, CCSU offers several distinct advantages:

1) As an affordable public university, the program would be accessible to a diverse student body. This is not true of most archaeology programs and is frequently cited as a social justice issue. Graduate students from any related degree program could supplement their coursework with a certificate program that would prepare them either for entry-level employment or to pursue a graduate degree. The certificate also allows graduate students to engage in a more multi and interdisciplinary curriculum.

2) CCSU has the most established Public History program in the state (22 years) and has formal and informal decades-long community partnerships with national and state cultural institutions and agencies through faculty like Dr. Leah Glaser, Dr. Matt Warshauer, and Professor Emerita Dr. Katherine Hermes. Current course offerings (HIST 511 Historic Preservation Planning and Cultural Resource Management; HIST 504 Material Culture; HIST 505 Local History and Community Development; courses covering Native American History, Environmental History, Colonial History, and Connecticut History cover content directly relevant to work in cultural resource management.

3) Several CRM firms in the region, who already have multi-year relationships with the university through the CCSU Public History program, would be willing to work with the university to create internships, work-study, or other employment opportunities. These same agencies and firms have approached us about the need to develop this program.

4) CCSU Anthropology has a decades-long history and a strong reputation for training students in the field of archaeology. Before their retirements, Drs. Kenny Feder and Warren Perry prepared students through well-rounded fieldwork in both prehistoric and historic-period archaeology. Unique to the state, the anthropology program's Archaeology Lab for African Diaspora Studies, initiated by Perry and housed within the Center for Africana Studies, curates materials from excavations at local sites associated with the study of slavery and freedom in the northeast. As the new director of the lab, Dr. Elizabeth Clay's Caribbean research interests offer a global focus within the field of African Diaspora archaeology. Students will soon have the chance to do collections-based research with material culture from the island of Montserrat, in addition to ongoing opportunities to participate in local excavation projects through the field school, currently offered every other year. Graduate students have participated in field schools, but this certificate will allow them to take more advantage of Anthropology faculty and resources

5) **A certificate training program in CRM would distinguish our undergraduate and graduate offerings in public history, anthropology, and geography.** This training is highly sought-after but has been embedded in only a handful of universities across the country. Similar CRM certificate programs at other US-based institutions vary greatly in their offerings. The majority that are housed within Anthropology departments focus *specifically* on providing archaeological training. The handful of CRM certificate programs housed within History departments naturally train their students for careers in historic preservation, national parks, or museums. The strength of our proposed program is its broader, multidisciplinary approach. By combining courses our campus already offers—in archaeology, GIS, historic preservation, and public history (both an undergraduate and a 20-year-old graduate program), among other specialties—we can provide students with a solid and broad preparation for future CRM careers in Connecticut.

- **Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.**
  - *What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?*

    We will assess the program every year and track who the students are. Our Archaeology program is housed within the Anthropology curriculum, which already highlights and promotes understanding of the cultures of marginalized peoples, specifically Native Americans and African Americans. Likewise, the Public History field and program is actively seeking to recruit and retain more diverse content and students from existing courses, both of which are critical to meet the needs of these jobs that must identify and evaluate significant cultural and historic resources.

  - *Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.*

    Cristina Miles observes that, "The lack of degrees awarded in CRM-related fields may exacerbate a larger crisis: the attack on public history. When one considers the fervent attack on public history by elected officials, the necessity of trained professionals who can preserve the country's troubled history becomes even more evident. In the wake of increased efforts by elected Republican officials (such as Governor Ron DeSantis of Florida or Governor Greg Abbott of Texas) to erase the history of racial discrimination from American classrooms, it is more necessary than ever for the artifacts that produce our public history to be managed by qualified professionals... Furthermore, given that it is largely the history of BIPOC Americans that is being contested, it is vital that we enable archaeologists of color to participate in how their heritage is preserved and utilized."
    Christina Miles, "Stagnating Progress in Racial Diversity of Cultural Resource Management," Brown Political Review (April 23, 2023).

    As an affordable public university, the program would be accessible to our diverse student body. This is not true of most archaeology programs and is frequently cited as a social justice issue. With over twenty years of work in the historic preservation and archaeological fields, we at CCSU can help BIPOC students navigate this field that so badly needs BIPOC representation and perspective, one where BIPOC students may not recognize the value of their personal experience/perspective or see a career as possible.

    Each participant in the certificate program will meet regularly with an advisor. Should advisors identify necessary interventions, they can work with centers on campus to address the needs of the student.

  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
    While assessing our program and course enrollment each semester We will actively recruit a diverse group of students from entry level courses, focusing, at least in terms of archaeological work in New England/Connecticut, from Native American and African American communities, since those cultures and histories are needed / desired and are often a focus on CRM work. Latino historical and cultural knowledge, not to mention historical knowledge for LGBTQ+ sites, is also needed for identifying and evaluating historic resources from Latino communities.

    Students of need will have access to paid opportunities and internships through the Public History program to help support their graduate work. BIPOC students will be in great demand for reasons described above.

- **Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate).*

The CRM certificate would serve to supplement the relevant programs, majors, and minors that we already have here at CCSU, or create new opportunities for students in unrelated degree programs. Courses can be double-counted with a minor or a major. *For example*, one could earn an MA in Public History, with a specialization in Historic Preservation/Resource Management, and a Graduate Certificate in CRM, specializing in Archaeology. Such a range in methodology and research skills would greatly increase the marketability of a graduate.

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

Other CSCU institutions, such as Southern, offer undergraduate programs in Archaeology, but not Cultural Resource Management and not as an interdisciplinary credential. Western CT State University offers a minor in Cultural Resource Management, but it is only through Archaeology. The lead faculty member of this program is Emeritus and other faculty members are currently adjunct, suggesting that they may not have the resources to offer students comprehensive CRM training. At the same time, undergraduate students at Southern and Western trained in Archaeology are still needed in this fast-growing field, but CCSU can offer a broader scope of training through the Public History program, the GIS and sustainability programs in Geography, and the Archaeology Laboratory for African Diaspora Archaeology. We would accept students from other CSCUs. Several of the electives may have online offerings, and/or we could accept 3 credits from another CSU with approval.

Cost Effectiveness and Availability of Adequate Resources
Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program will need a modest budget for recruitment and advertising. While the university currently has adequate faculty and resources, we may require more support with growing enrollment and to ensure sustainability. This may include refilling tenure-track lines and sharing appointments across programs like GIS and Digital Humanities, and team-teaching. There may be additional access to grants and federal funding.

Special Resources
Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

We have on campus most of what we need, including archaeology and geography labs, as well as a maker space and archival digitization lab in Burritt library.

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

This program will appeal to students interested in archaeology, history, and cultural heritage who want to find well-paying employment in those sectors in CT. Recruitment for the program is currently taking place within existing courses and among majors of three programs: anthropology, geography, and public history. We will work with state agencies, consulting firms, and through professional organizations like the American Cultural Resources Association, the Council for Northeast Historical Archaeology, Society for American Archaeology to enhanace the program. As our graduates begin finding gainful employment in the field, we can further adverse the program on our website and by hosting job fairs with alumni.

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

Internships and professional development opportunities, such as workshops will keep students engaged. We will also regularly invite professionals in the field into the classroom to reassure students that there are jobs, employers, and career opportunities. We may even set up recruiting fairs.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

- 19-3050 Urban and Regional Planners
    - 19-3051 Urban and Regional Planners
- 19-3090 Miscellaneous Social Scientists and Related Workers
    - 19-3091 Anthropologists and Archeologists
    - 19-3092 Geographers
    - 19-3093 Historians

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

Approximately $80,000 annual salary is the median for all.

Entry-level jobs within the private sector are often full-time with benefits and have an average starting salary of approximately $35-45,000 per year. However, additional education and experience generally are associated with salaries double this amount: senior-level positions typically pay in the range of $80-120,000.

Positions within the public sector are often full-time with benefits and have an average starting salary of approximately $40-55,000 per year. However, additional education and experience generally are associated with salaries typically in the range of $85-160,000.

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

23 Construction
- 23899 All Other Specialty Trade Contractors

54 Professional, Scientific, and Technical Services
- 54136 Geophysical Surveying and Mapping Services: See industry description for 541360.
    - 541360 Geophysical Surveying and Mapping Services: This industry comprises establishments primarily engaged in gathering, interpreting, and mapping geophysical data. Establishments in this industry often specialize in locating and measuring the extent of subsurface resources, such as oil, gas, and minerals, but they may also conduct surveys for engineering purposes. Establishments in this industry use a variety of surveying techniques depending on the purpose of the survey, including magnetic surveys, gravity surveys, seismic surveys, or electrical and electromagnetic surveys. Cross-References.
    - 541370 Surveying and Mapping (except Geophysical) Services.

- 541620 Environmental Consulting Services
- 541720 Research and Development in the Social Sciences and Humanities
- 541990 All Other Professional, Scientific, and Technical Services

712110 Museums

712190 Nature Parks and Other Similar Institutions

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: **X** MA in Archaeology, Public History, or Historic Preservation   ☐ No

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. completion of an archeological field school or professional hands-on/ in-person experience in identifying, assessing, and analyzing above ground cultural resources;
2. knowledge of techniques of survey, excavation, and laboratory processing of artifacts, or inventory of above ground resources;
3. Knowledge of different types of sources of information, and how to evaluate credibility and significance;
4. Content or scholarly knowledge of one or more areas of prehistory or history with an understanding of how to apply that knowledge to contextualize cultural resources;
5. Familiarity with laws and standards related to cultural resources and historic preservation;
6. Ability to enlist basic GIS and/or design tools and writing to document cultural resources, present, and communicate information;
7. Ability to conceive of and negotiate creative solutions for limiting impacts on cultural resources.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Papers and projects, both individual and group, will demonstrate competencies in research throughout coursework. The archaeological field school or Public History Intern Experience, which students will take as a final requirement, will allow students to demonstrate learning outcomes.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Leah Glaser
- Email: glaserles@ccsu.edu   Phone: 860-832-2825

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Coordinator of the CCSU Public History Program for 10 years, with over 30 years of Historic Preservation and CRM experience.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach?
N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?
2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
1-2, but these sections would also be open to students in existing programs.

What percentage of program credits will be taught by adjunct faculty?
10-20%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:
They will need to meet the Secretary of the Interior Professional Qualification Standards for Archaeology, History, or Architectural History: https://www.doi.gov/pam/asset-management/historic-preservation/PQS

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Elizabeth Clay, Asst Prof of Anth	PhD, University of Pennsylvania	Historical Archaeology, African Diaspora Archaeology	Director, Archaeology Lab for African Diaspora Archaeology, teaches in Anthropology program, with cross-listings in HIST
Leah Glaser, Prof. of History	PhD, Arizona State University	History, Public History, Historic Preservation, CRM	Coordinator, Public History Program, teaches in History department, UG and Grad

Curriculum
Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark

NEW CERTIFICATE – BELOW THRESHOLD REPORT

*any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
HIST 511: Historic Preservation and (Cultural) Resource Planning	LO # 2, 3, 5, and 7	BA or BS in related field (Anthropology, Geography, History, Art History, Env. Science)	3
GEOG 501 Geographic Information Systems: Basics & Beyond Or DES 504 Graphic/Information Design Practice II	LO # 2, 6	BA or BS	3
ANTH 450 Archaeological Field School OR HIST 521 Public History Internship	LO # 1, 7	ANTH 450: ANTH 150 or permission. HIST 521: HIST 511 and completion of 6 credits	3
Elective: ART 509 American Architecture	LO #3, 4, 7	Permission of instructor	3
Elective: GEOG 514 Issues in Environmental Protection; other topics may also be relevant under this designator depending on the semester	LO #1, 2, 7	Permission of instructor	3
Elective: GEOG 518 Studies in Geographical Techniques, such as Topics in Environmental Planning; Cartography; Cultural Heritage, and other topics may also be relevant under this designator depending on the semester	LO #5, 7	Permission of instructor	3
Elective: HIST 504 American Material Culture	LO#2, 3, 4	Permission of instructor	3
Elective: HIST 560 Am History Seminar	LO #3, 4, 7	Permission of instructor Or admission to any CCSU graduate program	3
Elective: HIST 505 Local History and Community Development	LO #3, 4, 7	Permission of instructor Or admission to any CCSU graduate program	3
WRT 403: Technical Writing	LO #6	Permission of instructor	3
DES 504 Graphic/ Info Design Practice	LO #6	Permission of instructor	3
Open Electives (*Indicate number of credits of open electives*) Full list of a robust array of possible electives, by chosen specialization (Archaeology, Architectural History/Historic Preservation, or Planning), can be provided upon request.			3

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Total Program Credits:	12

What are the admissions requirements for the program?
Admittance to CCSU, with a BS or BA in History, Anthropology, or a related field. Students must also meet GPA (3.0 and higher).

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ **No**
If yes, describe:

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ **Yes** ☐ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

We will enlist already existing agreements we use for internships in Public History. Likewise, archaeological field school paperwork already exists and can be used for this program.

Describe the prospective students for the program:

This program will appeal to students interested in archaeology, history, and cultural heritage who want to find well-paying employment in those sectors in CT. Recruitment for the program is currently taking place within existing courses and among majors of three programs: anthropology, geography, and public history. We will work with state agencies, consulting firms, and through professional organizations like the American Cultural Resources Association, the Council for Northeast Historical Archaeology, Society for American Archaeology to enhance the program. As our graduates begin finding gainful employment in the field, we can further advertise the program on our website and by hosting job fairs with alumni.

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Submission of Initial Intent Form to Provosts path Council: [ ] Review by Provosts Council: [ ] Final approval by institution: [ ] Submission of this form to the CSCU Office of the Provost for Academic Council: [ ]

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in accreditation; Approved at the Commission's meeting on 4/12/19**

Program Characteristics
Name of Program: Cultural Resource Management
Modality of Program *(check all that apply)* ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒On Campus ☐ Off Campus ☐ Both
Program website: https://www.ccsu.edu/anthropology
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: Undergraduate Certificate
Anticipated Program Initiation Date: Fall 2024
Anticipated Date of First Completion: Spring 2025
Total # Credits in Program: 15
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.ccsu.edu/tuition-aid

CIP Code Number: 30.1202   Title of CIP Code: Cultural Resource Management and Policy Analysis
CIP Code Number: 43.0123   Title of CIP Code: Cultural/Archaeological Resources Protection
CIP Code Number: 30.1201   Title of CIP Code: Historic Preservation and Conservation, General

Department where program is housed: Anthropology/Geography/Tourism and History Department
Location Offering the Program *(e.g., main campus)*: CLASS, Central Connecticut State University, New Britain

Request for SAA Approval for Veterans Benefits?   ☒ Yes ☐ No

The Undergraduate Certificate in Cultural Resource Management is offered jointly through the Departments of History and Geography/Anthropology/Tourism. **It will appeal to students interested in cultural heritage and prepare them for graduate work in an area critical to workforce needs in the Northeast.** Archaeology (and History) employment in Connecticut and the United States is largely driven by compliance with federal laws. Students The 15-credit Certificate will prepare students for admission to and success in a post-baccalaureate degree program in Archaeology, Public History, Historic Preservation, Urban Planning, or another related field. Students will choose one elective in consultation with their advisor and in line with the individual's goals and interests.

Required Courses for the Undergraduate Certificate (15 credits)* The Undergraduate Certificate can pair with a History or Anthropology major, a related major (such as Earth Sciences, for example), and/or a Public History or Archaeology minor in consultation with a program advisor.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
N/A
Program Discontinued: CIP: OHE#:   BOR Accreditation Date:
Phase Out Period   Date of Program Termination

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ N ☐ A

Other Program Accreditation:
• If seeking specialized/professional/other accreditation, name of agency and intended year of review:
• If program prepares graduates eligibility to state/professional licensure,
○ identify credential:
○ confirm NC-SARA requirements met: ☐ Yes ☐ No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Elizabeth Clay	Title: Assistant Professor of Anthropology	Tel.: (240) 461-5093 clay@ccsu.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

CCSU Strategic Plan Goals: CCSU's Strategic Plan includes five goals, and this proposal addresses three of them. These include

1. Enhancing academic excellence and preparing graduates who thrive in a changing economy. As the United States begins to aggressively address its declining infrastructure, qualified individuals will be needed to identify, assess, and evaluate the impact on environmental and cultural resources, in accordance with the National Environmental Policy Act, the Connecticut Environmental Policy Act, and the National Historic Preservation Act (Section 106). There is already a dearth of such individuals, and the coming years predict a high need.

2. Strengthening stewardship by advancing scholarship, service learning, and community meant for the public good. The nature of the field requires community outreach and partnerships, and these aspects will be integrated into the courses required.

3. Assuring financial sustainability for the future. Because of the dearth of qualified individuals in this field, the program should attract those interested in the field and interested in employment. Federal money may also be available to support the development of this program in order to increase the number of individuals that meet the Secretary of the Interior (SOI) qualifications to work in the field.

A certificate will serve as an essential professional credential to supplement existing minors in CLASS that include Archaeology, Public History, and GIS. It will provide undergraduates with access to professional networking in the field as well as internship opportunities. It will serve as strong preparation for acceptance into a graduate program, as Master's

degrees are required to author Cultural Resource Management reports. It will make CVs/resumes stand out to potential employers, including consulting companies and state and federal agencies.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

This program will appeal to students interested in cultural heritage and in gaining direct and swift access to a career by filling critical workforce needs in the Northeast. Archaeology (and History) employment in Connecticut and the United States is largely driven by compliance with federal laws, namely, Section 106 of the National Historic Preservation Act and the National Environmental Policy Act.

In 2021, approximately 16,000 archaeologists were employed across the country. The vast majority (over 90%) are located within an industry best known as Cultural Resource Management, or CRM, which is based on compliance legislation. This legislation, and the CRM field, also addresses historic properties above ground and is thus very similar to the work of historians in the preservation field.

Because of the substantial increase in spending from the Bipartisan Infrastructure Bill on compliance projects, the SRI Foundation forecasted the industry need for archaeologists and CRM professionals over the next 10 years and came to the following conclusions:

1. Full-time equivalent (FTE) CRM employment will increase from around 16,000 to 21,500 from the beginning of FY2021 to the end of FY2031.
2. Newly created jobs plus jobs vacated by those leaving or retiring will yield about 11,000 FTE open positions in CRM between FY 2021 and 2031.
3. Of the 11,000 positions, 8,100 will be filled by archaeologists.
4. Of the archaeologists, 5,650 FTE positions will require advanced degrees (MA/PhD) to meet the Secretary of Interior's (SOI) professional qualifications standards.
5. Based on current graduation rates, only about 3,250 archaeologists will be granted advanced degrees between FY2021 and FY2031.
6. If all archaeologists who graduate with advanced degrees between FY2021 and FY2031 are employed in CRM, there remains a deficit of about 2,400 FTE MA/PhD CRM archaeologists.

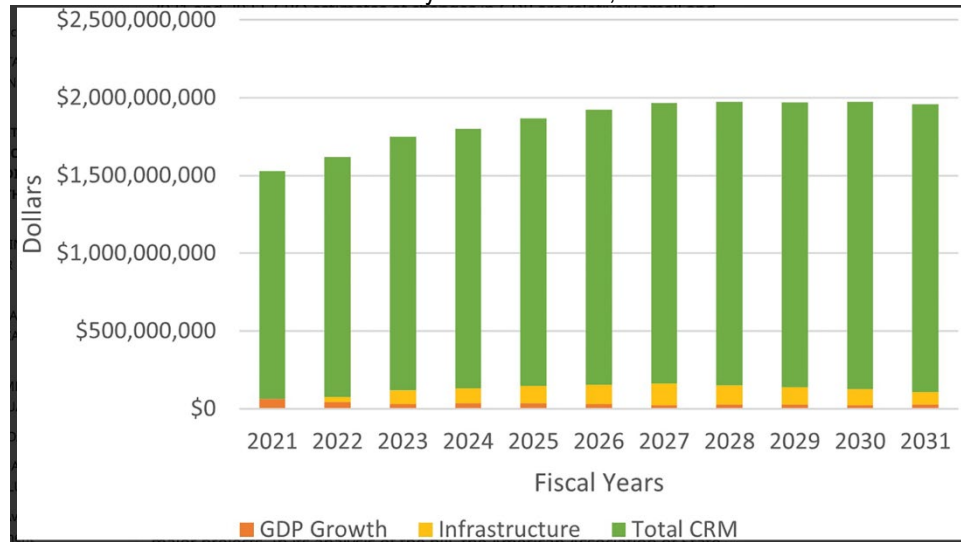| US Agencies Cultural Resource (CR) Budgets Allocated by Congress	FY 2020 ($ in millions)
National Park Service Cultural Programs	31.12
National Heritage Areas	21.94
National Park Service Networks	1.00
American Battlefields	13.00
Bureau of Land Management Cultural Programs	18.63
State Historic Preservation Offices	52.67[a]
Tribal Historic Preservation Offices	13.74[a]
Save America's Treasures	16.00[a]
Competitive Grants (African American Civil Rights, History of Equal Rights, Underrepresented Communities)	27.31[a]
Historic Revitalization Grants	7.50[a]
National Park Service International Park Affairs	1.90
Historically Black Colleges and Universities	10.00[a]
Advisory Council on Historic Preservation	7.37
Subtotal: Government-allocated CRM	**222.18**
US Agencies CR Mixed Budgets Allocated by Congress	
Department of Defense	197.00
US Forest Service Recreation/Heritage	26.86
National Park Service Resource Stewardship	113.80
BLM National Conservation Lands	15.58
Subtotal: Government-Allocated Mixed Budget CRM	**353.24**
US Agencies CR Project Budgets	
Department of Transportation	250.00
Corps of Engineers (not regulatory)	25.00
Bureau of Reclamation	10.00
Bureau of Land Management	5.00
Federal Emergency Management Agency	50.00
National Resource Conservation Service	1.00
US Fish and Wildlife	1.00
Subtotal: Government-Allocated CR Projects	**342.00**
Nonfederal Government	**15.00**
Total US Government	**932.42**
Private Sector	**466.21**
Total US CRM	**1,398.63**

TABLE 1. FY 2020 Estimate of CRM Spending in the United States.

Fiscal Year (FY)	CRM $ in Previous FY	% Increase in Real GDP in Previous Year	CRM $ Adjusted for Real GDP Growth	Infrastructure $	Total CRM $ in Current FY	Number of CRM FTE	Number Retiring or Leaving CRM	Increase/ Decrease in CRM FTE	Needed Number of New CRM FTE	Estimated New Jobs in CRM Archaeology	Estimated New MA/ PhD Jobs in CRM Archaeology	Total PhD/MA in Archaeology Entering Labor Market	Job Deficit/ Surplus for MA/ PhD
2021	1,400,000,000	0.046	1,464,400,000	0	1,464,400,000	17,034	426	749	1,175	881	617	297	320
2022	1,464,400,000	0.029	1,506,867,600	35,000,000	1,541,867,600	17,935	448	901	1,349	1,012	708	297	411
2023	1,506,867,600	0.022	1,540,018,687	87,500,000	1,627,518,687	18,931	473	996	1,470	1,102	772	297	475
2024	1,540,018,687	0.023	1,575,439,117	95,000,000	1,670,439,117	19,431	486	499	985	739	517	297	220
2025	1,575,439,117	0.023	1,611,674,217	110,000,000	1,721,674,217	20,027	501	596	1,097	822	576	297	279
2026	1,611,674,217	0.019	1,642,296,027	125,000,000	1,767,296,027	20,557	514	531	1,045	783	548	297	251
2027	1,642,296,027	0.016	1,668,572,763	135,000,000	1,803,572,763	20,979	524	422	946	710	497	297	200
2028	1,668,572,763	0.016	1,695,269,927	125,000,000	1,820,269,927	21,174	529	194	724	543	380	297	83
2029	1,695,269,927	0.016	1,722,394,246	110,000,000	1,832,394,246	21,315	533	141	674	505	354	297	57
2030	1,722,394,246	0.015	1,748,230,160	100,000,000	1,848,230,160	21,499	537	184	722	541	379	297	82
2031	1,748,230,160	0.016	1,776,201,843	77,500,000	1,853,701,843	21,562	539	64	603	452	316	297	19
Total				1,000,000,000			5,511	5,278	10,789	8,091	5,664	3,267	2,397

Economic Forecast of the CRM Industry and Job Market, FY 2021-2031.

Expected CRM Spending in the United States, FY 2021-2031

- Altschul, Jeffrey H., and Terry H. Klein. "Forecast for the US CRM Industry and Job Market, 2022–2031." Advances in Archaeological Practice 10, no. 4 (2022): 355-70. doi:10.1017/aap.2022.18.

While these numbers suggest an alarming deficit, they represent only one portion of the investments requiring federal regulatory oversight. It does not take into consideration similar growing needs for compliance among other federal agencies that have received increased budgets outside of the Bipartisan Infrastructure Bill or with state laws, such as the Connecticut Environmental Policy Act, or municipal ordinances. As a point of reference, the CT State Historic Preservation Office currently reviews approximately 3,000 projects per year. This number is expected to increase by more than 30%.

There are approximately 10 firms in the Northeast region that each employ more than 25 archaeologists and several historians. The Connecticut State Historic Preservation Office routinely receives inquiries from local firms looking for employees. Entry-level jobs within the private sector are often full-time with benefits and have an average starting salary of approximately $35-45,000 per year. However, additional education and experience generally are associated with salaries double this amount: senior-level positions typically pay in the range of $80-120,000.

The Federal Transit Administration had only one archaeologist for many years, but during the past two years, the office increased from one to 33 preservation professionals with the goal of employing a total of 68 individuals in the coming year. Positions within the public sector are often full-time with benefits and have an average starting salary of approximately $40-55,000 per year. However, additional education and experience generally are associated with salaries typically in the range of $85-160,000.

- 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?

Each year our state loses talent as young people seek degrees in archaeology in other states and often become employed out of state because they have developed opportunities as part of the practical training offered by their degree. In addition to providing the opportunity to study history and archaeology, CCSU offers several distinct advantages:

1) CCSU has the most established Public History program in the state (22 years), with formal and informal decades-long community partnerships with national and state cultural institutions and agencies through faculty like Dr. Leah

Glaser, Dr. Matt Warshauer, and Professor Emerita Dr. Katherine Hermes. Current course offerings (HIST 302 Intro to Public History; HIST 404 Material Culture; HIST 405 Local History and Community Development; courses covering Native American History; Environmental History; Colonial History; Connecticut History cover content directly relevant to work in cultural resource management.

2) Several CRM firms in the region, who already have multi-year relationships with the university through the CCSU Public History program, would be willing to work with the university to create internships, work-study, or other employment opportunities. These same agencies and firms have approached us about the need to develop this program.

3) CCSU Anthropology has a decades-long history and a strong reputation for training students in the field of archaeology. Before their retirements, Drs. Kenny Feder and Warren Perry prepared students through well-rounded fieldwork in both prehistoric and historic-period archaeology. Unique to the state, the anthropology program's Archaeology Lab for African Diaspora Studies, initiated by Perry and housed within the Center for Africana Studies, curates materials from excavations at local sites associated with the study of slavery and freedom in the northeast. As the new director of the lab, Dr. Elizabeth Clay's Caribbean research interests offer a global focus within the field of African Diaspora archaeology. Students will soon have the chance to do collections-based research with material culture from the island of Montserrat, in addition to ongoing opportunities to participate in local excavation projects through the field school, currently offered every other year.

4) **A certificate training program in CRM would distinguish our undergraduate and graduate offerings in public history, anthropology, and geography.** This training is highly sought-after but has been embedded in only a handful of universities across the country. Similar CRM certificate programs at other US-based institutions vary greatly in their offerings. The majority are housed within Anthropology departments focus *specifically* on providing archaeological training. The handful of CRM certificate programs housed within History departments naturally train their students for careers in historic preservation, national parks, or museums. The strength of our proposed program is its broader, multidisciplinary approach. By combining courses our campus already offers—in archaeology, GIS, historic preservation, and public history (both an undergraduate and a 20-year-old graduate program), among other specialties—we can provide students with a solid and broad preparation for future CRM careers in Connecticut.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - *What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?*

        We will assess the program every year and track who the students are. Our Archaeology program is housed within the Anthropology curriculum, which already highlights and promotes understanding of the cultures of marginalized peoples, specifically Native Americans and African Americans. Likewise, the Public History field and program is actively seeking to recruit and retain more diverse content and students from existing courses, both of which are critical to meet the needs of these jobs that must identify and evaluate significant cultural and historic resources.

    - *Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.*
        Cristina Miles observes that, "The lack of degrees awarded in CRM-related fields may exacerbate a larger crisis: the attack on public history. When one considers the <u>fervent attack on public history by elected officials</u>, the necessity of trained professionals who can preserve the country's troubled history becomes even more evident. In the wake of increased efforts by elected Republican officials (such as <u>Governor Ron DeSantis of Florida</u> or <u>Governor Greg Abbott of Texas</u>) to erase the history of racial discrimination from American

classrooms, it is more necessary than ever for the artifacts that produce our public history to be managed by qualified professionals... Furthermore, given that it is largely the history of BIPOC Americans that is being contested, it is vital that we enable archaeologists of color to participate in how their heritage is preserved and utilized."

Christina Miles, "Stagnating Progress in Racial Diversity of Cultural Resource Management," Brown Political Review (April 23, 2023).

As an affordable public university, the program would be accessible to our diverse student body. This is not true of most archaeology programs and is frequently cited as a social justice issue. With over twenty years of work in the historic preservation and archaeological fields, we at CCSU can help BIPOC students navigate this field that so badly needs BIPOC representation and perspective, one where BIPOC students may not recognize the value of their personal experience/perspective or see a career as possible. Recruitment can emphasize the workforce demand for people of diverse backgrounds to have the proper training and credentials.

Undergraduates from any degree program could supplement their coursework with a certificate program that would prepare them either for entry-level employment or to pursue a specific graduate degree.

Each participant in the certificate program will meet regularly with an advisor. Should advisors identify necessary interventions, they can work with centers on campus to address the needs of the student.

     o   *Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?*

While assessing our enrollment across all the courses each semester, we will actively recruit a diverse group of students from entry level courses, focusing, at least in terms of archaeological work in New England/Connecticut, from Native American and African American communities, since those cultures and histories are needed / desired and are often a focus on CRM work. Latino historical and cultural knowledge, not to mention historical knowledge for LGBTQ+ sites, is also needed for identifying and evaluating historic resources from Latino communities.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

The undergraduate CRM certificate would serve to supplement the relevant programs, majors, and minors that we already have here at CCSU, or create new opportunities for students in unrelated degree programs. Courses can be double-counted with a minor or a major. Undergraduates from any degree program could supplement their coursework with a certificate program that would prepare them either for entry-level employment in CT or to pursue a graduate degree. Undergraduate students would be able to combine the certificate with existing majors and minors. Students who already possess a BA in History or Anthropology (fields that meet federal qualifications for CRM work) can earn a graduate certificate independently. *For example*, an Anthropology or History major with a minor in Public History or Archaeology could earn a CRM certificate in an area with a different specialization. Someone with a major and minor in *none* of the traditional CRM fields (History, Anthropology, or Geography) can also earn a CRM certificate depending upon the credit count of those programs.

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

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Other CSCU institutions, such as Southern, offer undergraduate programs in Archaeology, but not Cultural Resource Management and not as an interdisciplinary credential. Western CT State University offers a minor in Cultural Resource Management, but it is only through Archaeology. The lead faculty member of this program is Emeritus and other faculty members are currently adjunct, suggesting they may not have the resources to offer students comprehensive CRM training. At the same time, undergraduate students at Southern and Western trained in Archaeology are still needed in this fast-growing field, but CCSU can offer a broader scope of training through the Public History program, the GIS and sustainability programs in Geography, and the Archaeology Laboratory for African Diaspora Archaeology.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program will need a modest budget for recruitment and advertising. While the university currently has adequate faculty and resources, we may require more support with growing enrollment and to ensure sustainability. This may include refilling tenure-track lines and sharing appointments across programs like GIS and Digital Humanities, and team-teaching. There may be additional access to grants and federal funding.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

We have on campus most of what we need, including archaeology and geography labs, as well as a maker space and archival digitization lab in Burritt library.

Student Recruitment / Student Engagement

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

This program will appeal to students interested in archaeology, history, and cultural heritage who want to find well-paying employment in those sectors in CT. Recruitment for the program is currently taking place within existing courses and among majors of three programs: anthropology, geography, and public history. We will work with state agencies, consulting firms, and through professional organizations like the American Cultural Resources Association, the Council for Northeast Historical Archaeology, Society for American Archaeology to enhance the program. As our graduates begin finding gainful employment in the field, we can further advertise the program on our website and by hosting job fairs with alumni.

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

We will continue close and personalized advising based on students' skills, interests, and specialization as we already do in the Public History and Archaeology programs. The required professional internships, field school, and other professional development opportunities, such as workshops, will keep students engaged. We will also regularly invite professionals in the field into the classroom to reassure students that there are jobs, employers, and career opportunities. We can organize career fairs out of our departments/ campus with community and professional partners. We have already done this with the Public History program.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

- 19-3050 Urban and Regional Planners
    - 19-3051 Urban and Regional Planners
- 19-3090 Miscellaneous Social Scientists and Related Workers
    - 19-3091 Anthropologists and Archeologists
    - 19-3092 Geographers
    - 9-3093 Historians

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

Approximately $40,000 median annual salary for entry-level jobs in the private sector and $45,000 in the public sector. (Bureau of Labor Statistics).

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

23 Construction
- 23899 All Other Specialty Trade Contractors

54 Professional, Scientific, and Technical Services
- 54136 Geophysical Surveying and Mapping Services: See industry description for 541360.
    - 541360 Geophysical Surveying and Mapping Services: This industry comprises establishments primarily engaged in gathering, interpreting, and mapping geophysical data. Establishments in this industry often specialize in locating and measuring the extent of subsurface resources, such as oil, gas, and minerals, but they may also conduct surveys for engineering purposes. Establishments in this industry use a variety of surveying techniques depending on the purpose of the survey, including magnetic surveys, gravity surveys, seismic surveys, or electrical and electromagnetic surveys.Cross-References.
    - 541370 Surveying and Mapping (except Geophysical) Services.
    - 541620 Environmental Consulting Services
    - 541720 Research and Development in the Social Sciences and Humanities
    - 541990 All Other Professional, Scientific, and Technical Services

712110 Museums
712190 Nature Parks and Other Similar Institutions

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: **X** MA in Archaeology, Public History, or Historic Preservation ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. completion of an archeological field school or professional hands-on/ in person experience in identifying, assessing, and analyzing above ground cultural resources;
2. knowledge of techniques of survey, excavation, and laboratory processing of artifacts, or inventory of above ground resources;
3. Knowledge of different types of sources of information;
4. Content or scholarly knowledge of one or more areas of pre-history or history with an understanding of how to apply that knowledge to contextualize cultural resources;
5. Familiarity with laws and compliance regarding cultural resources;
6. Ability to enlist basic GIS tools to document cultural resources, present, and communicate information;
7. Ability to conceive of and negotiate creative solutions for limiting impacts on cultural resources.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Papers and projects, both individual and group, will demonstrate competencies in research throughout coursework. The Field School or Public History Intern Experience, which students will take as a final requirement, will allow students to demonstrate learning outcomes.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Elizabeth Clay
- Email: clay@ccsu.edu   Phone: (240) 461-5093

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Second-year Assistant Professor of Anthropology in the Department of Geography, Anthropology, & Tourism. Dr. Clay teaches classes in archaeology and directs the Archaeology Laboratory for African Diaspora Studies.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach?
N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?
2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
1-2, but these sections would also be open to students in existing programs.

What percentage of program credits will be taught by adjunct faculty?
10-20%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:
They will need to meet the Secretary of the Interior Professional Qualification Standards for Archaeology, History, or Architectural History: https://www.doi.gov/pam/asset-management/historic-preservation/PQS

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Elizabeth Clay, Asst Prof of Anth	PhD, University of Pennsylvania	Historical Archaeology; African Diaspora Archaeology	Director, Archaeology Lab for African Diaspora Archaeology, teaches in Anthropology program, with cross-listings in HIST
Leah Glaser, Prof. of History	PhD, Arizona State University	History, Public History, Historic Preservation	Coordinator, Public History Program, teaches in History Dept UG and Grad

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ANTH 201 Archaeology, Cultural Heritage, and Ethics	5, 7	none	3
HIST 492 Public History Intern Experience or ANTH 450 Archaeological Field School	1, 2	For HIST 492: 2.70 GPA or higher, completed at least 6 credits toward CRM certificate, two references from faculty.	3

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		For ANTH 450: completion of ANTH 150 or permission of instructor.	
ANTH 150 Intro to Archaeology	2, 3	none	3
GEOG 130 Intro to Geographic Information Science	6	none	3
Open Electives (*Indicate number of credits of open electives*) a full list, which is extensive, can be provided upon request.			3
Total Program Credits:			**15**

What are the admissions requirements for the program?

Admittance to CCSU. Students must also meet GPA and application requirements of the Public History Intern Experience course and/or the Archeological Field School.

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ **No**
If yes, describe:

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ **Yes** ☐ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

We will enlist already existing agreements we use for internships in Public History. Likewise, archaeological field school paperwork already exists and can be used for this program.

Describe the prospective students for the program:

This program will appeal to students interested in archaeology, history, and cultural heritage who want to find well-paying employment in those sectors in CT. Recruitment for the program is currently taking place within existing courses and among majors of three programs: anthropology, geography, and public history. We will work with state agencies, consulting firms, and through professional organizations like the American Cultural Resources Association, the Council for Northeast Historical Archaeology, Society for American Archaeology to enhance the program. As our graduates begin finding gainful employment in the field, we can further advertise the program on our website and by hosting job fairs with alumni.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in accreditation; approved at the Commission's meeting on 4/12/19**

Program Characteristics
Name of Program: **Forensic Counseling**
Modality of Program *(check all that apply)*: ☐On ground ☐ Online **X** Hybrid, % of fully online courses **50%**
Locality of Program: **X** On Campus ☐ Off Campus ☐ Both

Program website: **https://www.ccsu.edu/criminology**
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*:
Graduate Certificate
Anticipated Program Initiation Date: **Fall 2024**
Anticipated Date of First Completion: **Spring 2026**
Total # Credits in Program: **12**
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:
2 academic years

Provide estimated cost of program (tuition and fees): $_____ OR url for link to tuition/fee information:
https://www.ccsu.edu/tuition-aid

CIP Code Number: **42.2812** Title of CIP Code: **Forensic Psychology**

Department where program is housed: **Department of Criminology & Criminal Justice**
Location Offering the Program *(e.g., main campus)*: **CLASS, Central Connecticut State University**

Request for SAA Approval for Veterans Benefits? **No**

Provide the intended catalog description for this program:

This certificate is designed for criminal justice professionals currently working in the field. The program covers relevant theory and practice relating to forensic counseling, including instruction on offender counseling, risk assessment, offender profiling, and delinquency intervention. Courses from the Certificate Program can be applied towards the M.A. in Criminal Justice Administration. The Forensic Counseling Certificate requires students to complete 12 credit hours.

Students must complete 4 courses (12 credits) within the Forensic Counseling Certificate Program with a 3.0 or better. Any 4 courses can be taken in any sequence to complete the program requirement.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: CIP: OHE#:   BOR Accreditation Date:

Phase Out Period   Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐
Yes ☐ No

Not applicable

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
    - identify credential:
    - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Not applicable

Institutional Contact for this Proposal: **Dr. Michelle Cubellis**	Title: **Associate Professor of Criminology, Graduate Program Director for Department of Criminology & Criminal Justice**	Tel.: **860-832-3011** e-mail: *macubellis@ccsu.edu*
Secondary Institutional Contact for this Proposal: **Dr. Reginald Simmons**	Title: **Professor of Criminology, Department Chair for Criminology and Criminal Justice**	Tel.: **860-832-3134** e-mail: **simmonsred@ccsu.edu**

NOTES:
- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
    - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
    - Undergraduate certificates ≤ 15 credits
    - Graduate certificates ≤ 12 credits
    - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

The Department of Criminology & Criminal Justice proposes the implementation of a 12-credit Forensic Counseling Certificate for professionals in criminal justice and related fields. The Forensic Counseling Certificate presents criminal justice professionals, specifically those working with offender populations, with the opportunity to gain more specialized training in addressing the needs and behaviors of the offenders they serve. Central Connecticut State University released a Strategic Plan 2030 with several highlighted goals, two of which were preparing graduates to thrive in a changing economy and increasing access to higher education and ensuring student success. Our Forensic Counseling Certificate directly works towards these goals by aiding graduates in the development of skills that will make them competitive on the job market. Additionally, the offering of a Forensic Counseling certificate in a hybrid format will allow non-traditional students, and full-time working professionals, the flexibility to obtain their certificate using online and hybrid coursework.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

The development of our Forensic Counseling Certificate directly addresses the skills and educational needs of individuals entering criminal justice and related fields, within Connecticut, and nationally. Research suggests that the competencies pertaining to forensic psychology and counseling are especially important in criminal justice affiliated fields, as well as law enforcement and corrections (Varela & Conrow, 2012). A market analysis of our certificate programs and M.A. in Criminal Justice Administration conducted by Hanover found that job postings requesting experience in "victim counseling" were found outside of typical jobs requesting solely a degree in criminal justice (The Hanover Report is included as Appendix A). This suggests that job applicants holding training specifically in forensic counseling will be better qualified for jobs within traditional criminal justice fields, such as community corrections and law enforcement, but also within related fields including Social and Human Service Assistants, Mental Health, and Substance Abuse Social Workers, and Medical and Health Service Managers (Hanover, 2023).

According to the Connecticut Department of Labor, employment for probation officers and correctional treatment specialists, social and human services assistants, and law enforcement officers are all expected to grow over the next ten years.

Job Title	Job Growth Outlook 2022-2032
Police Officers & Detectives	+3%
Private Detectives and Investigators	+6%
Security Guards	-1%
Probation Officers and Correctional Treatment Specialists	+3%
Social and Human Service Assistants	+9%
Substance Abuse and Behavioral Disorder Counselors	+18%
Social Workers	+7%

Occupational growth estimates obtained from https://www.bls.gov/ooh/

As these positions increase, students completing our Forensic Counseling Certificate will have the advantage of obtaining the therapeutic and counseling knowledge often required for these positions (Lamberti, Deem, Weisman, & LaDuke, 2011). Our Certificate will specifically address knowledge requirements pertaining to the principles, methods, and procedures for the diagnosis, treatment, and rehabilitation of justice involved individuals.

Additionally, a large percentage of graduates from our undergraduate degree go on to obtain employment in community corrections (e.g., probation, parole, alternatives to incarceration). The potential for these students to return after obtaining the requisite work experience to complete the Forensic Counseling Certificate offers a pathway towards increasing employment readiness and furthering career trajectories. Individuals in fields including substance abuse and mental health counselling, law enforcement, social work, and victims' services would all benefit from the skills taught as part of the certificate. The certificate would enhance their ability to serve offender populations and facilitate advancement in their careers.

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?

CCSU has emphasized the need to ensure that education is attainable to all, while ensuring graduates have the skills and tools necessary to make them competitive in their respective job markets. Students within our traditional M.S. program have often requested more flexible course opportunities and additional certifications and training. Through the development of our existing

Advanced Detective Certificate, and the newly formed Forensic Counseling Certificate, we can now provide more specialized certification in a more flexible modality for students in the workforce. The Forensic Counseling Certificate draws from the specialization and experience of faculty within our department. The Department of Criminology and Criminal Justice features a diverse faculty profile, with specialists in Forensic Assessment and Interviewing, Community Corrections, Risk assessment, and Offender Rehabilitation. Faculty within the department developed the curriculum for the Forensic Counseling Certificate based on our understanding of the needed skillset and best practices within the areas of criminal justice, focusing specifically on community corrections and offender treatment service providers. The established relationships between our faculty and state, local, and community organizations also presents the opportunity for guest speakers who can discuss the real-world application of course concepts. This further strengthens the department's commitment to fostering meaningful connections between course content and the field, while allowing for increased opportunities for networking for students.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

To advance equity within our Forensic Counseling Certificate, the Criminology and Criminal Justice Department specifically designed the admissions requirements with equity in mind. Rather than relying solely on traditional measures of student achievement and readiness (such as GPA), which are often linked to factors such as privilege and income or social background, admissions to the degree is based on work experience, but also the student's ability to show their drive, persistence, and ability to succeed in the certificate.

The department will develop promotional materials that stress the benefits of this program for working professionals with personal life demands. The department has good working relationships with several police departments, state and federal agencies, and non-profits due to our internship, detective certificate programs, research collaborations, and alumni. Our basic detective certificate program, the only one in the state, has been completed by over 260 police officers. Several of our adjuncts are current or former administrators of CJ-related municipal and state agencies. Additionally, our alum work in law enforcement, victim's advocacy, federal probation, judicial, state probation, and community-based non-profits. We will ask this extensive and diverse alumni pool to advertise this initiative within their respective agencies and invite them to consider it for themselves. We will seek to develop with these agencies effective ways of advertising the program across shifts, race/ethnicity,

and gender.

The department recognizes that a percentage of students in this certificate may not have attended school for quite some time. Others may have some anxiety regarding their belief that they can succeed in an online/hybrid class. The department will provide tutorials on the use of Blackboard and will also inform the students of resources on campus that can support student success, such as the Writing Center and the Learning Center. Professors will utilize an online forum such as a discussion board, where students can pose questions to the professor and or other students. If a student is under-performing, and the student has not reached out to the professor, the professor will reach-out to the student to assess the situation and work with the student on strategies to try or suggest available support.

If inequities in retention and completion are demonstrated, the graduate program director will work with the department chair and the department curriculum committee to assess the problem. Course evaluations will aid in this effort.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

  The Forensic Counseling Certificate is being offered as a stand-alone certificate, as well as a stackable certificate that can count towards completion of our M.A. in Criminal Justice Administration. Students who enter CCSU and complete the Forensic Counseling Certificate can then apply for admission to our M.A. in Criminal Justice Administration, transferring over their 12 certificate credits to meet 12 credits towards the 30-credit degree. Additionally, students who are admitted to the M.A. program and choose alternative electives to complete their degree may then also apply for the Forensic Counseling Certificate. Our M.S. in Criminal Justice can also serve as a potential pathway to the Forensic Counseling Certificate for students who have work experience or can outline their success in the certificate program.

  Across Central Connecticut State University as a whole, the certificate could benefit other departments such as Sociology, Nursing, Psychological Science, and Social Work. The Criminology and Criminal Justice Department has worked hard to develop partnerships with local agencies through grant-funded work, as well as our Field Studies Internship experience. Professionals within these organizations represent the target student body for the Forensic Counseling Certificate, and these partnerships could serve as pathways into the certificate program.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.
  There are currently no other Forensic Counseling certificates being offered at any other CSCU institution, or any institution outside of the CSCU system. This would be the only certificate, based on our research, that would allow students to obtain forensic counseling training, without

requiring an advanced degree with clinical practicum hours.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

See MA in CRM ADMINISTRATION PROPOSAL- certificates create a "stackable credential model" into the MA program.

We developed the Forensic Counseling Certificate to be offered using our existing faculty resources. The certificate was developed using our existing graduate elective courses, with the addition of one newly created course. All the courses offered as part of the Forensic Counseling Certificate are taught by our tenured faculty. This allows us to build the certificate program over time, while drawing upon existing courses to ensure we meet enrollment requirements.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No special resources are needed for this program.

Student Recruitment / Student Engagement

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

Students from within our traditional M.S. degree, as well as students enrolled in one of our other certificate programs (Advanced Detective, Victim's Advocacy, or Criminal Justice Leadership) present potential enrollment opportunities for the Forensic Counseling Certificate. The Department has a Marketing & Outreach Committee that is currently in discussion with University Marketing representatives to discuss updating of existing marketing materials, and the development of new marketing materials aimed specifically at these new certificates. Additionally, the Department will market the new certificate at upcoming graduate open houses and department organized career fairs. Larger marketing campaigns to surrounding criminal justice agencies will also be undertaken to ensure local law enforcement, corrections, courts, and community organizations are aware of the new certificate offering.

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

To facilitate student retention and completion, the Criminology and Criminal Justice Department will hold several professional development opportunities for current students. These may include Criminal Justice/Criminology focused open houses, career fairs, special topic speaker presentations, and social

events geared specifically towards graduate students. The Department currently has a very active Criminal Justice Club which has already held several events geared towards fostering student engagement with the Department and other students. We have found that encouraging student engagement in this way is a useful tool towards ensuring student retention and completion of various programs/offerings.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

SOC Code	SOC Title	Median Estimated Earnings (2023)
33-3012	Correctional Officers and Jailers	$49,610
33-3020	Detectives and Criminal Investigations	$69,160
33-3050	Police Officers	$69,160
33-9020	Private Detectives and Investigators	$52,120
21-1092	Probation Officers and Correctional Treatment Specialists	$34,770
21-1093	Social and Human Service Assistants	$59,860
21-1011	Substance Abuse and Behavioral Disorder Counselors	$38,520
19-4060	Social Science Research Assistants	$49,710
21-1029	Social Workers, All Other	$38,520

Estimates obtained from U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

NAICS Code: 624190

NAICS Title: Other Individual and Family Services

NAICS Code: 922150

NAICS Title: Parole Offices and Probation Offices

NAICS Code: 922190

NAICS Title: Other Justice, Public Order, and Safety Activities

Career/Program Pathways

Does this program prepare students for another program?   **X** Yes, specify program: ☐ No

This certificate is a stand-alone certificate meant to instruct students on the theory and practice related to forensic counseling. This certificate is one of four stackable certificates that students can use for entry into the M.A. in Criminal Justice Administration at CCSU, if so desired.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Students will understand the different causes of delinquency, examining specific offender populations to better understand the unique issues influencing their delinquency and treatment.
2. Students will examine common risk assessment instruments used throughout the Criminal Justice System and assess best practices for selection and utilization of risk assessment tools.
3. Students will practice and become familiar with concepts of counseling and treatment planning.
4. Students will develop an understanding of research informed interventions.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Students will be assessed using several different methodologies throughout the certificate courses. These assessments will include:

1) Role playing exercises to facilitate familiarity and experience with risk assessment and counseling techniques.
2) Exams to ensure retention and understanding of course concepts.
3) Research Papers to further critical thinking.
4) Written Case Profiles to allow students to connect course concepts to real-life cases of offender behavior/treatment.

Students will be provided with rubrics for all assessment methodologies. The Department's Assessment Committee will gather quantitative data from these rubrics to assess student progress in the program and make appropriate changes to the curriculum where needed.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Michelle Cubellis
- Email: macubellis@ccsu.edu   Phone: 860-832-3011

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The certificate will be administered by the Graduate Program Director for the Criminology and Criminal Justice Department. The Graduate Program Director already receives 3 FTE load credits per semester to oversee the M.S. in Criminal Justice and Accelerated BA/MS program. Administration of the new Forensic Counseling Certificate will be combined with these existing duties.

Program Faculty

See MA in CRM ADMINISTRATION PROPOSAL

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

If any new full-time hires, what percentage of program credits will they teach? **N/A**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **Six**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **None**

What percentage of program credits will be taught by adjunct faculty? **None**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **N/A**

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Michelle Cubellis	PhD Criminal Justice, Graduate Center, City University of New York	Sexual Abuse/Offending; Domestic Violence; Program Evaluation	Associate Professor of Criminology & Criminal Justice; Graduate Program Director
Reginald Simmons	PhD Clinical & Community Psychology, University of South Carolina	Youth development; Juvenile Delinquency Prevention; College Student Success	Full Professor of Criminology & Criminal Justice, Department Chair
Damon Mitchell	PhD Clinical Psychology, Kent State University	Sexual Violence; Substance Abuse; Risk Assessment; Offender Rehabilitation	Full Professor of Criminology & Criminal Justice
Raymond Tafrate	PhD. Clinical and School Psychology, Hofstra University	Forensic CBT; Motivational Interviewing; Forensic Assessment	Full Professor of Criminology & Criminal Justice

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Curriculum

Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
CJ 530: Offender Profiles	L.O.#1		3
*CJ 561: Risk Assessment	L.O.#1; L.O. #2		3
CJ 539: Delinquency: Causation & Intervention	L.O.#1; L.O.#4		3
CJ 560: Sexual Offending	L.O.#1; L.O. #2		3
CJ 535: Forensic Counseling	L.O.#3		3
CJ 578: Special Topics in Criminal Justice	L.O. #1-#4		3
Open Electives (*Indicate number of credits of open electives*)			12
Total Program Credits:			12

What are the admissions requirements for the program?

Applicants to Forensic Counseling Certificate Program must have a BA/BS from an accredited institution of higher education, at least 3 years of work experience in Criminal Justice or a related field, and an overall GPA of 2.7 or better. Applicants who do not meet the minimum GPA requirements may be considered, at the discretion of the Department, for admission with additional documentation speaking to their experience in the field and potential for success in the program.

Does this program have special graduation requirements (e.g., capstone or special project)? **No**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? **No**

Describe the prospective students for the program:

Prospective students for this certificate are those currently working in criminal justice or related fields, with either experience or interest working with offender populations. The certificate is not exclusive to criminal justice, allowing for professionals in social work, psychology, sociology, counseling, and community engagement to apply. While we require applicants to have at least three years of work experience in criminal justice or related fields, students who do not meet the work experience requirement, but who have experience in the field and can demonstrate their potential for success in the certificate are also considered for admission.

References

Hanover. (2023, July). *Academic program assessment: Criminal justice administration*.

Lamberti, J. S., Deem, A., Weisman, R. L., & LaDuke, C. (2011). The role of probation in forensic assertive community treatment. Psychiatric Services, 62(4), 418-421.

Varela, J. G., & Conroy, M. A. (2012). Professional competencies in forensic psychology. Professional Psychology: Research and Practice, 43(5), 410–421. https://doi.org/10.1037/a0026776

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date: **Continued in accreditation; approved at the Commission's meeting on 4/12/19**

Program Characteristics

Name of Program: **Victim's Advocacy**

Modality of Program *(check all that apply)*: ☐On ground   ☐ Online **X** Hybrid, % of fully online courses **50%**

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

Program website: **https://www.ccsu.edu/criminology**

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*:
Graduate Certificate

Anticipated Program Initiation Date: **Fall 2024**

Anticipated Date of First Completion: **Spring 2026**

Total # Credits in Program: **12**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:
2 academic years

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: **https://www.ccsu.edu/tuition-aid**

CIP Code Number: **44.0201**   Title of CIP Code: **Community Organization and Advocacy**

Department where program is housed: **Department of Criminology & Criminal Justice**
Location Offering the Program *(e.g., main campus)*: **CLASS, Central Connecticut State University**

Request for SAA Approval for Veterans Benefits?   **No**

Provide the intended catalog description for this program:

This certificate is designed for criminal justice professionals currently working in the field, specifically those who work with victims and in victims' advocacy organizations. The program covers relevant theory and practice relating to victims and their experiences in the Criminal Justice System. Relevant topics covered in the certificate programming include domestic violence, mental health, victimization, women's issues, and hate crimes. Courses from the Certificate Program can be applied towards the M.A. in Criminal Justice Administration. The Victim's Advocacy Certificate requires students to complete 12 credit hours.

Students must complete 4 courses (12 credits) within the Victim's Advocacy Certificate Program with a 3.0 or better. Any 4 courses can be taken in any sequence to complete the program requirement.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination   Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No   **Not applicable**

Other Program Accreditation:
 •   If seeking specialized/professional/other accreditation, name of agency and intended year of review:
 •   If program prepares graduates eligibility to state/professional licensure,
     o   identify credential:
     o   confirm NC-SARA requirements met: ☐ Yes   ☐ No
 (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)
 Not applicable

Primary Institutional Contact for this Proposal: **Dr. Michelle Cubellis**	Title: **Associate Professor of Criminology, Graduate Program Director for Department of Criminology & Criminal Justice**	Tel.: **860-832-3011** e-mail: **macubellis@ccsu.edu**
Secondary Institutional Contact for this Proposal: **Dr. Reginald Simmons**	Title: **Professor of Criminology, Department Chair for Criminology and Criminal Justice**	Tel.: **860-832-3134** e-mail: **simmonsred@ccsu.edu**

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Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

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Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  The need for victim-centered responses and services is evident throughout criminal justice and related fields. While many believe victim advocacy and support is limited specifically to victim-centered services, such as rape crisis centers and Offices of Victim Services, the need for victim centered approaches and trainings extends to other actors in the criminal justice system. Law enforcement agencies are often tasked with addressing the needs of victims, despite the lack of time, resources, and expertise needed to deal with the complexities of victim experiences. Notably, in 2020, only 47.6% of police departments serving 100,000 or more residents, and 6.4% of departments serving fewer than 100,000 residents, had specialized units with dedicated/trained personnel to address victim assistance (Goodison, 2022). Within Connecticut, there are 92 municipal police departments, comprised of 6,628 police officers (https://www.cga.ct.gov/2016/rpt/2016-R-0275.htm), who all could benefit from the education received as part of the Victim's Advocacy Certificate.

  Outside of law enforcement, Connecticut also has the Office of Victim Services which provides victims advocates to address the needs of victims of crime, and provides funding to non-profit agencies providing victim services, including the Connecticut Coalition Against Domestic Violence, Connecticut Alliance to End Sexual Violence, Mothers Against Drunk Driving, and Survivors of Homicide (https://www.jud.ct.gov/crimevictim/advocacy.htm). These organizations represent only a few of the employment prospects for graduates of the Victim's Advocacy certificate, but also potential organizations from which perspective students may be drawn.

A market analysis of our certificate programs conducted by Hanover found that job postings requesting experience in "victim counseling" were found outside of typical jobs requesting solely a degree in criminal justice (The Hanover Report is included as Appendix A). This suggests that job applicants holding training specifically in victim advocacy will be better qualified for jobs within traditional criminal justice fields, such as community corrections and law enforcement, but also within related fields including Social and Human Service Assistants, Mental Health, and Substance Abuse Social Workers, and Medical and Health Service Managers (Hanover, 2023).

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Social and Human Service Assistants	+9%
Substance Abuse and Behavioral Disorder Counselors	+18%
Social Workers	+7%

Occupational growth estimates obtained from https://www.bls.gov/ooh/

As these positions increase, students completing our Victim's Advocacy Certificate will have the advantage of obtaining the knowledge often required for these positions to address the trauma and needs of both offenders and victims of crime (Lamberti, Deem, Weisman, & LaDuke, 2011). Our Certificate will specifically address knowledge requirements pertaining to domestic violence, mental health, hate/bias crime, and victimization.

- 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?

CCSU has emphasized the need to ensure that education is attainable to all, while ensuring graduates have the skills and tools necessary to make them competitive in their respective job

markets. Students within our traditional M.S. program have often requested more flexible course opportunities and additional certifications and training. Through the development of our existing Advanced Detective Certificate, and the newly formed Victim Advocacy Certificate, we can now provide more specialized certification in a more flexible modality for students in the workforce.

The Victim Advocacy Certificate draws from the specialization and experience of faculty within our department. The Department of Criminology and Criminal Justice features a diverse faculty profile, with specialists in Domestic Violence, Mental Health Issues, Sexual Violence, Gender and Crime, and Victimization. Faculty within the department developed the curriculum for the Victim's Advocacy Certificate based on our understanding of the needed skillset and best practices within the areas of criminal justice, focusing specifically on victim's advocacy and victim service providers. The established relationships between our faculty and state, local, and community organizations also presents the opportunity for guest speakers who can discuss the real-world application of course concepts. This further strengthens the department's commitment to fostering meaningful connections between course content and the field, while allowing for increased opportunities for networking for students.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    o What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    o Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

    o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

To advance equity within our Victim Advocacy Certificate, the Criminology and Criminal Justice Department specifically designed the admissions requirements with equity in mind. Rather than relying solely on traditional measures of student achievement and readiness (such as GPA), which are often linked to factors such as privilege and income or social background, admissions to the degree is based on work experience, but also the student's ability to show their drive, persistence, and ability to succeed in the certificate.

The department will develop promotional materials that stress the benefits of this program for working professionals with personal life demands. The department has good working relationships with several police departments, state and federal agencies, and non-profits due to our internship, detective certificate programs, research collaborations, and alumni. Our basic detective certificate program, the only one in the state, has been completed by over 260 police officers. Several of our adjuncts are current or former administrators of CJ-related municipal and state agencies. Additionally, our alum work in law enforcement, victim's advocacy, federal probation, judicial, state probation, and community-based non-profits. We will ask this extensive and diverse alumni pool to advertise this

initiative within their respective agencies and invite them to consider it for themselves. We will seek to develop with these agencies effective ways of advertising the program across shifts, race/ethnicity, and gender.

The department recognizes that a percentage of students in this certificate may not have attended school for quite some time. Others may have some anxiety regarding their belief that they can succeed in an online/hybrid class. The department will provide tutorials on the use of Blackboard and will also inform the students of resources on campus that can support student success, such as the Writing Center and the Learning Center. Professors will utilize an online forum such as a discussion board, where students can pose questions to the professor and or other students. If a student is under-performing, and the student has not reached out to the professor, the professor will reach-out to the student to assess the situation and work with the student on strategies to try or suggest available support.

If inequities in retention and completion are demonstrated, the graduate program director will work with the department chair and the department curriculum committee to assess the problem. Course evaluations will aid in this effort.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

  The Victim's Advocacy Certificate is being offered as a stand-alone certificate, as well as a stackable certificate that can count towards completion of our M.A. in Criminal Justice Administration. Students who enter CCSU and complete the Victim's Advocacy Certificate can then apply for admission to our M.A. in Criminal Justice Administration, transferring over their 12 certificate credits to meet 12 credits towards the 30-credit degree. Additionally, students who are admitted to the M.A. program and choose alternative electives to complete their degree may then also apply for the Victim's Advocacy Certificate. Our M.S. in Criminal Justice can also serve as a potential pathway to the Victim's Advocacy Certificate for students who have work experience or can outline their success in the certificate program.

  Across Central Connecticut State University as a whole, the certificate could benefit other departments such as Sociology, Nursing, Psychological Science, and Social Work. The Criminology and Criminal Justice Department has worked hard to develop partnerships with local agencies through grant-funded work, as well as our Field Studies Internship experience. Professionals within these organizations represent that target student body for the Victim's Advocacy Certificate, and these partnerships could serve as pathways into the certificate program.

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

  There are currently no victim's advocacy or victims related certificates or degrees being offered

any of the other CSCU institutions, or at neighboring institutions such as UCONN or University of New Haven. Charter Oak State College currently offers a Victim's Advocacy Certificate; however, their certificate is 15 credits and does not provide the flexibility of students taking electives from within the certificate course offerings that meet their interest and educational needs. The only other Victim's Advocacy Certificate being offered in Connecticut is offered by EASTCONN, a regional education service center, not an accredited institution for higher education.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

See MA in CRM ADMINISTRATION PROPOSAL- certificates create a "stackable credential model" into the MA program.

We developed the Victim Advocacy Certificate to be offered using our existing faculty resources. The certificate was developed using existing graduate courses that we have offered as special topics courses. We developed five new courses, two of which are offered as linked courses with similar courses offered in our undergraduate degree. This allows us to offer these courses to both undergraduate and graduate students to ensure enrollment and effective use of department resources. All the courses offered as part of the Victim's Advocacy Certificate are taught by our tenured faculty. This allows us to build the certificate program over time, while drawing upon existing courses to ensure we meet enrollment requirements.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No special resources are needed for this program.

Student Recruitment / Student Engagement

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

Students from within our traditional M.S. degree, as well as students enrolled in one of our other certificate programs (Advanced Detective, Forensic Counseling, or Criminal Justice Leadership) present potential enrollment opportunities for the Victim's Advocacy Certificate. The Department has a Marketing & Outreach Committee that is currently in discussion with University Marketing representatives to discuss updating of existing marketing materials, and the development of new marketing materials aimed specifically at these new certificates. Additionally, the Department will market the new certificate at upcoming graduate open houses and Department organized career fairs. Larger marketing campaigns to surrounding criminal justice agencies will also be undertaken to ensure local law enforcement, corrections, courts, and community organizations are aware of the new certificate offering.

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

To facilitate student retention and completion, the Criminology and Criminal Justice Department will hold several professional development opportunities for current students. These may include Criminal Justice/Criminology focused open houses, career fairs, special topic speaker presentations, and social events geared specifically towards graduate students. The Department currently has a very active Criminal Justice Club which has already held several events geared towards fostering student engagement with the Department and other students. We have found that encouraging student engagement in this way is a useful tool towards ensuring student retention and completion of various programs/offerings.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

SOC Code	SOC Title	Median Estimated Earnings (2023)
33-3012	Correctional Officers and Jailers	$49,610
33-3020	Detectives and Criminal Investigations	$69,160
33-3050	Police Officers	$69,160
33-9020	Private Detectives and Investigators	$52,120
33-9032	Security Guards	$34,770
21-1092	Probation Officers and Correctional Treatment Specialists	$59,860
21-1093	Social and Human Service Assistants	$38,520
21-1011	Substance Abuse and Behavioral Disorder Counselors	$49,710
19-4060	Social Science Research Assistants	$38,520
21-1029	Social Workers, All Other	$55,350

Estimates obtained from U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

NAICS Code: 624221

NAICS Title: Shelters (except for victims of domestic or international disasters or conflicts), emergency

NAICS Code: 624190

NAICS Title: Other Individual and Family Services

NAICS Code: 922150

NAICS Title: Parole Offices and Probation Offices

NAICS Code:813311

NAICS Title: Human Rights Organizations (Victim's Advocacy)

NAICS Code: 922190

NAICS Title: Other Justice, Public Order, and Safety Activities

Career/Program Pathways

Does this program prepare students for another program?   X Yes, specify program: ☐ No

This certificate is a stand-alone certificate meant to instruct students on the leadership and management roles within criminal justice and related fields. This certificate is one of four stackable certificates that students can use for entry into the M.A. in Criminal Justice Administration at CCSU, if so desired.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Students will examine the different types of victimization, with special focus on the victim experiences and the impact of trauma on victims.
2. Students will acquire in-depth understanding of different victim experiences in the Criminal Justice System and the impact this has on recovery.
3. Students will understand the legal system's response to victimization and the impact of legislation on programs and services for victims.
4. Students will learn about the methods used to empirically study and understand victims and victimization experiences.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Students will be assessed using several different methodologies throughout the certificate courses. These assessments will include:

1) Exams to assess student understanding of important concepts.
2) Written assignments which require critical analysis of course concepts and application to real-life cases.
3) Presentations focusing on development of oral skills and real-world application of course content.

Students will be provided with rubrics for all assessment methodologies. The Department's Assessment Committee will gather quantitative data from these rubrics to assess student progress in the program and make appropriate changes to the curriculum where needed.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: **Michelle Cubellis**
- Email: **macubellis@ccsu.edu**   Phone: **860-832-3011**

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The certificate will be administered by the Graduate Program Director for the Criminology and Criminal Justice Department. The Graduate Program Director already receives 3 FTE load credits per semester to oversee the M.S. in Criminal Justice and Accelerated BA/MS program. Administration of the new Victim's Advocacy Certificate will be combined with these existing duties.

Program Faculty

See MA in CRM ADMINISTRATION PROPOSAL

How many new full-time faculty, if any, will need to be hired for this program? **N/A**

If any new full-time hires, what percentage of program credits will they teach? **N/A**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **N/A**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **N/A**

What percentage of program credits will be taught by adjunct faculty? **None**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **N/A**

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

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

Michelle Cubellis	PhD Criminal Justice, Graduate Center, City University of New York	Sexual Abuse/Offending; Domestic Violence; Program Evaluation	Associate Professor of Criminology & Criminal Justice; Graduate Program Director
Susan Koski	DA Doctor of Law and Policy, Northeastern University	Reentry; Gender; Hate Crimes; Issues Regarding Racial/Social Inequality.	Full Professor of Criminology & Criminal Justice
Kathleen Bantley	JD, Western New England College School of Law	Courts; Hate/Bias Crime; Systemic Racism/Sexism	Full Professor of Criminology & Criminal Justice
Eugena Givens	PhD Criminology, University of South Florida	Substance Use and Mental Health; Domestic Violence; Media Representation of Crime; Program Evaluation	Associate Professor of Criminology & Criminal Justice

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
*CJ 531: Women and Criminal Behavior	L.O. #1 L.O. #4		3
*CJ 532: Domestic Violence [linked to CRM 430]	L.O. #3 L.O. #4		3
*CJ 537: Mental Health and the Criminal Justice System [linked to CRM 471]	L.O. #1 L.O. #2		3
*CJ 538: Victimization & the Criminal Justice System	L.O. #1 L.O. #2		3
*CJ 541: Hate Crimes: Prevention & Advocacy	L.O. #1 L.O. #3		3
CJ 578: Special Topics in Criminal Justice	L.O. #1 L.O. #4		3
Open Electives (*Indicate number of credits of open electives*)			12
Total Program Credits:			12

What are the admissions requirements for the program?

Applicants to the Victim's Advocacy Certificate Program must have a BA/BS from an accredited institution of higher education, at least 3 years of work experience in Criminal Justice or a related field, and an overall GPA of 2.7 or better. Applicants who do not meet the minimum GPA requirements may be considered, at the discretion of the Department, for admission with additional documentation speaking to their experience in the field and potential for success in the program.

Does this program have special graduation requirements (e.g., capstone or special project)? **No**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? **No**

Describe the prospective students for the program:

Prospective students for this certificate are those currently working in criminal justice or related fields, with either experience or interest working in victim advocacy or victim services. The certificate is not exclusive to criminal justice, allowing for professionals in social work, psychology, sociology, counseling, and community engagement to apply. While we require applicants to have at least three years of work experience in criminal justice or related fields, students who do not meet the work experience requirement, but who have some experience in the field and can demonstrate their potential for success in the certificate are also considered for admission.

References

Goodison, S. E. (2022). *Local Police Departments Personnel, 2020* (Report No. NCJ 305187). U.S. Department of Justice. https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/lpdp20.pdf

Hanover. (2023, July). *Academic program assessment: Criminal justice administration*.

Lamberti, J. S., Deem, A., Weisman, R. L., & LaDuke, C. (2011). The role of probation in forensic assertive community treatment. Psychiatric Services, 62(4), 418-421.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Comprehensive Special Education Paraprofessional Program (CIP Code: 13.1001, OHE# TBD) leading to a Bachelor of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Comprehensive Special Education Paraprofessional Program, leading to a Bachelor of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University
Name of Program	Comprehensive Special Education Paraprofessional Program
CIP Code	13.1001
OHE# (Leave blank for new programs)	
Degree Level	Bachelor of Science
Number of Collegiate Credits	60
Date of Action (Anticipated)	03/21/2024
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program
If Name Change, New Name	
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground X Hybrid _ HyFlex _ Online
Effective Term	Summer 2024
If a Discontinuation, date of Termination	N/A
If a Suspension, dates of Suspension	N/A

BACKGROUND AND PROGRAM OVERVIEW

The Comprehensive Special Education Paraprofessional Program is an accelerated program designed for paraprofessionals. Students will complete general education coursework at CT State Community College or other community college and enter the Comprehensive Special Education Paraprofessional Program in their junior year. The Comprehensive Special Education Paraprofessional Program will prepare Special Educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares Special Educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares paraprofessional educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

The Comprehensive Special Education Paraprofessional Program will be an accredited by the Council for the Accreditation of Educator Preparation (CAEP).

PROPOSAL

Connecticut is facing a teacher shortage with 1,221 vacancies with 25% in Special Education and 1,322 paraprofessional positions still open (CT Office of Legislative Research, 2023). Alliance districts (i.e., Danbury) have a disproportionate number of these vacancies. The Comprehensive Special Education Paraprofessional Program proposal would help school districts across the state to meet staffing needs through a 'grow your own' pathway using paraprofessionals already employed in the school district and assisting them to obtain initial certification in Special Education.

The Comprehensive Special Education Paraprofessional Program was developed after discussions with community partners, a focus group, and feedback from the WCSU Teacher Advisory Council meeting. In 2021, the Department Chair began meeting with the Western Connecticut Superintendents to discuss programming ideas that would support the district and address teacher shortages. These discussions led to a focus group collecting interest data for the program. Of the ten participants polled, ten of ten respondents reported interest in this program idea and model. With this information, the idea was presented to the WCSU Teacher Advisory Council. All stakeholders agreed that the Comprehensive Special Education Paraprofessional Program could provide the working paraprofessional the flexibility and financial incentive to pursue initial certification. Gaining the initial certificate would provide paraprofessionals economic mobility, raising their salaries from a mere $25,000 to upwards of $50,000.

The Paraprofessional Candidate will work alongside a Connecticut Certified teacher supporting instruction, working with smaller groups, or working 1:1 as a support Paraprofessional. Many paraprofessionals work in a Special Education classroom or serve students requiring a 1:1 paraprofessional for behavior, physical, academic, or language needs. Therefore, the Paraprofessional Candidate has acquired the pedagogical skills and professional knowledge but lack the required coursework to serve as a Certified Connecticut Educator. This BS Comprehensive Paraprofessional pathway provides an accelerated and financially affordable program model. The program is student-centered, meeting the needs of the student and will result in 100% employment in their school/district.

PRO FORMA

APPENDICES

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

03/8/2024 – BOR - Academic and Student Affairs Committee
03/21/2024 – Board of Regents

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 1.26.24

Institution: Western Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 10/25/2023

Program Characteristics

Name of Program: BS Comprehensive Special Education Paraprofessional Program

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelor of Science

Modality of Program *(check all that apply)*: On ground ☐ Online ☒ Hybrid, % of fully online courses 80%

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

Anticipated Program Initiation Date: Summer 2024

Anticipated Date of First Graduation: Fall 2028

Total # Credits in Program: 60

Credits in General Education: General Education requirements completed with CT State

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 4-year duration

CIP Code Number: 13.1001   Title of CIP Code: Special Education and Teaching

Department where program is housed: Education

Location Offering the Program *(e.g., main campus)*: Midtown Campus

Provide estimated cost of program (tuition and fees): $18,914 (approximately) for the WCSU tuition for the program.

OR url for link to tuition/fee information: https://www.wcsu.edu/registration/ugrad-tuition/

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

Program website: **https://www.wcsu.edu/education/**

Provide the intended catalog description for this program:

The *Comprehensive Special Education Paraprofessional Program* is an accelerated program designed for paraprofessionals. Students will complete general education coursework at CT State or one of the community colleges and enter the *Comprehensive Special Education Paraprofessional Program* in their junior year. The *Comprehensive Special Education Paraprofessional Program* will prepare Special Educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares Special Educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares paraprofessional educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: N/A   CIP: OHE#:   BOR Accreditation Date:
Phase Out Period   Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted. ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
  The *Comprehensive Special Education Paraprofessional Program* will be an accredited by the Council for the Accreditation of Educator Preparation (CAEP). The next accreditation cycle will begin Spring 2028. CAEP Standards are shown in Appendix D; The Connecticut State Department of Education (CSDE) keeps continuous oversight and guidance for Education Programs running in the state.
- If program prepares graduates eligibility to state/professional licensure.

- identify credential: CT Special Education K-12 Teacher Education
- confirm NC-SARA requirements met: ☒ Yes   ☐ No

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

Institutional Contact for this Proposal

Name: Katherine Roe

Title: Chair

Phone: 203 837-3263

Email: roek@wcsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 10/02/2023
- Curriculum committee: 11/21/2023
- Faculty senate: 11/22/2023
- Institutional president: 12/01/2023

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

The COVID-19 pandemic has radically changed the employment landscape across our nation. Connecticut is facing a teacher shortage with 1, 221 vacancies with 25% in Special Education and 1, 322 paraprofessional positions still open (CT Office of Legislative Research, 2023). Alliance districts such as our partner Danbury, have a disproportionate number of these vacancies. The *Comprehensive Special Education Paraprofessional Program* proposal would help school districts across the state to meet staffing needs through a 'grow your own pathway' using paraprofessionals already employed in the school district and assisting them to obtain initial certification in Special Education. Hence, the *Comprehensive Special Education Paraprofessional Program* would have a positive local impact by providing this pathway to address this critical shortage area.

The *Comprehensive Special Education Paraprofessional Program* was developed after discussions with community partners, a focus group, and resulting from feedback from the WCSU Teacher Advisory Council meeting (see Appendix E). In 2021, the Department Chair began meeting with the Western Connecticut Superintendents to discuss programming ideas that would support the district and more specifically address teacher shortages. These discussions led to a focus group collecting interest data for the program. Of the ten participants polled, ten of ten respondents reported interest in this program idea and model. With this information, the idea was presented to the WCSU Teacher Advisory Council, and a discussion pursued. All stakeholders agreed that the *Comprehensive Special Education Paraprofessional Program* could provide the working paraprofessional the flexibility and financial incentive to pursue initial certification. Gaining the initial certificate would provide paraprofessionals economic mobility raising their salaries from a mere $25,000 to upwards of $50,000.

Full and part-time faculty hold the appropriate credential and expertise as well as commitment to facilitate the coursework relevant to this program. WCSU and the Education Department have successful Education Programs with strong clinical experiences with our affiliated partners. The Education Department holds accreditation from the Council for the Accreditation of Educator Preparation (CAEP) and adhering to stringent standards to uphold professional knowledge, community partnerships, focus on recruitment and retention initiatives to promote high quality diverse candidacy, and quality assurance measures. WCSU is a regional institution grounded on providing a liberal arts education and professional education. Founded in 1903, the origin of WCSU, was referred to as the *Danbury Normal School* and considered a "teacher's college." So, we are continuing in these traditions. The Education Faculty are dedicated to recruit and retain high quality diverse teacher candidates with the intention of serving local school districts by educating the next generation of 21st century educators.

As the leadership of WCSU evolves so too will the mission of the institutions. However, the WCSU strategic plan is moving in a new direction to develop new and innovative programs. The *Comprehensive Special Education Paraprofessional Program* is an exemplification of the WCSU strategic plan by providing a non-traditional accelerated pathway for paraprofessionals.

As paraprofessionals are fully employed in the school district, the program will be a hybrid design blending online and on-ground coursework. Candidates will enter the Special Education program as junior status and complete the certification requirements in one year. The target prospective candidate is a working paraprofessional that does not hold a valid Connecticut Teaching Certificate. Nor do they hold a degree that would meet requirements for Connecticut Teacher Certification. The Paraprofessional Candidate often acquire the skills, pedagogical knowledge, and desire to move into the role as classroom teacher. Unfortunately, oftentimes, Paraprofessional Candidates do not have the required college and clinical experiences to serve as a certified Teacher and this proposed program provides a flexible path for them to do so. The Paraprofessional Candidate may have already accumulated 60-credits of general education undergraduate coursework during their tenure or through professional development and continuing education courses provided from the School or District. Similarly, the Paraprofessional Candidate may already have 60-credits from a program and/or hold the Associate in Science (AS) from CT State or other community college. Thus, allowing the Paraprofessional Candidate to enter the BS Comprehensive Paraprofessional Pathway at Western in their junior year.

The Paraprofessional Candidate works alongside a Connecticut Certified teacher supporting instruction, working with smaller groups, or working 1:1 as a support Paraprofessional. Many paraprofessionals work in a Special Education classroom or serve students requiring a 1:1 paraprofessional for behavior, physical, academic, or language needs. Therefore, the Paraprofessional Candidate has acquired the pedagogical skills and professional knowledge but lack the required coursework to serve as a Certified Connecticut Educator. This BS Comprehensive Paraprofessional pathway provides an accelerated and financially affordable program model. The program is student-centered meeting the needs of the student and will result in 100% employment in their school/district. Additionally, graduating Special

Education teachers with the appropriate credentials will meet the needs of our local community partners to mitigate this critical shortage area.

The accelerated program will have candidates enter semester five coursework online or hybrid. The Special Education courses will be cross listed with the MSED in Special Education with differentiated assignments. WCSU has partnered with TeachCT. TeachCT is awarding scholarship for those pursuing a teaching career considered, "a shortage area." Thus, providing scholarships for those individuals entering Special Education teacher prep programs in Connecticut. That said, students may have the opportunity to receive funding to complete the program.

The mission of the *Comprehensive Special Education Paraprofessional Program* is to prepare special educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares special educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

The goals, objectives, and learning outcomes of the *Comprehensive Special Education Paraprofessional Program* are varied and are critical to facilitate the development of special educators to work in diverse classrooms. The program is designed to prepare educators to:

A. Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities.

    1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.

B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education.

    1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by case studies of diverse learners.

    2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum.

    1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.

D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.

    1. Demonstrate expertise in designing, implementing, evaluating, and improving Special Education to reflect research-based practices as indicated by portfolio in the practicum.

This program will complement existing programs short term by expanding enrollment in cross disciplinary coursework. Longer term, this program will provide a model for other departments and programs to explore innovative paths in program planning. Moreover, the *Comprehensive Special Education Paraprofessional Program* strengthens the relationship with CT State and may launch new ideas for further collaboration both within WCSU and across the CSCU system. To date, there are no accelerated Paraeducation programs available as a pathway to CT Special Education Teacher Certification within the CSCU system or in any Connecticut Educator Preparation Program.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce need and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g.,*

JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)

Jobs EQ reports the total occupation for Special Education professionals in Connecticut is 263 with an employment growth at .7% and .5% annual average rate over the next three and seven years (2021). Per the Occupational Outlook Handbook (2021) reports that the Bureau of Labor statistics indicate that "… the Kindergarten and Elementary Education teacher occupation is projected to grow 7 percent from 2020 to 2030 and Special Education is projected to grow 8 percent from 2020 to 2030." COVID has significantly increased this need. Moreover, Special Education is considered a critical shortage area. The Connecticut Department of Education (CDSE) identifies certification shortage areas each year based on the vacancies reported by public school districts. Each job vacancy is an employment opportunity. CSDE has identified Special Education as a shortage area, ranking Special Education the most needed, statewide certification to meet current public-school vacancies (CSDE, 2022). See: https://portal.ct.gov/-/media/SDE/Digest/2020-21/ShortageAreaMemo_Superintendents_4_14_21-signed.pdf

Occupation Employment in Connecticut
Occupations Linked to Education/Teaching of Individuals in Early Childhood Special Education Program

Source: JobsEQ®,Data as of 2021Q3,The shaded areas of the graph represent national recessions.
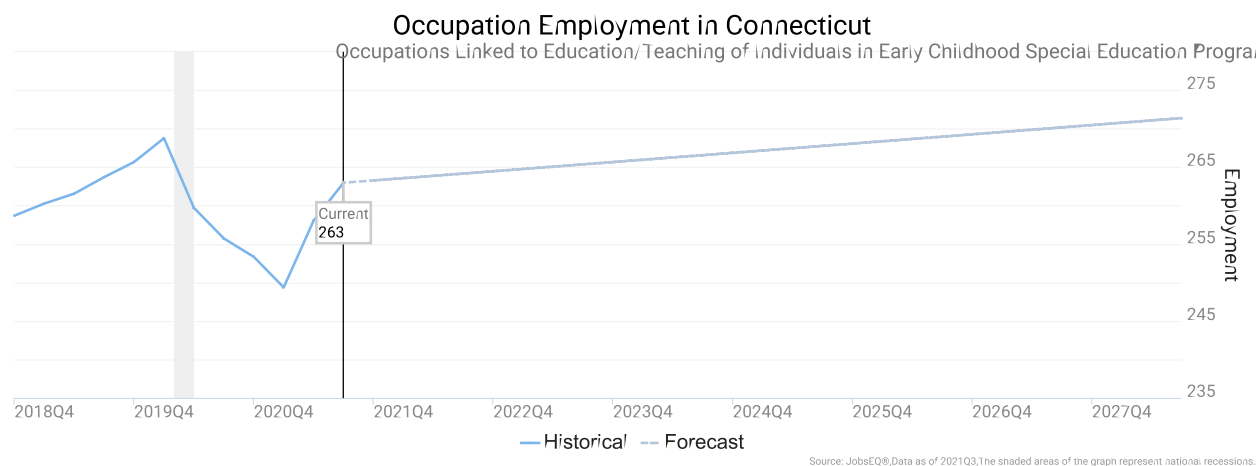
JobsEQ (2021)

Table 1. Occupation Outlook Handbook (ret. 2020)

Quick Facts: Special Education Teachers (Pre-COVID)	
2020 Median Pay	$61,500 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None

On-the-job Training	None
Number of Jobs, 2020	463,200
Job Outlook, 2020-30	8% (As fast as average)
Employment Change, 2020-30	37,600

"The median annual wage for Special Education teachers was $61,500 in May 2020. The median wage is the wage at which half the workers in an occupation earned more than that amount, and half earned less. The lowest 10 percent earned less than $40,820, and the highest 10 percent earned more than $100,570 (Occupation Outlook Handbook, 2020). It should be noted that the paraprofessional medium income ranges from $25,000-$32,000 (Dept. of Labor, 2023). Earning the Special Education Initial certificate would result in over a 40-50% increase in annual salary for these individuals.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
25-2056	Special Education Teachers Elem	$61,500. -$68,100. per year
25-2057	Special Education Teachers middle	$61,500. -$68,100. per year
25-2058	Special Education Teachers secondary school	$61,500. -$68,100. per year
25-2051	Special Education teachers, Preschool	$61,500. -$68,100. per year
25-2055	Special Education teachers, Kindergarten	$61,500. -$68,100. per year
25-2059	Special Education Teachers, All Other	$61,500. -$68,100. per year

Applicable Industries

Identify the industry applicable to this program using the North American Industry C923110lassification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
923110	State Education Departments
923110	Education Program administration

611110	Elementary and Secondary Schools
611710	Educational Support Services
611310	Colleges, Universities, and Professional Schools

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: [ ]   ☒ No

While the *Comprehensive Special Education Paraprofessional Program* does not prepare students for other programs, the professional and pedagogical knowledge, paired with rich clinical field experiences, provide the foundation for further studies such as a graduate degree and more specifically, an advanced degree in the field of education. Connecticut regulations require that all educators earn the graduate degree for professional permanent certificate. Therefore, program graduate will be well prepared for continued studies.

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
  Elementary Education: 13.1017, 13.1202
  Secondary Education: 13.1205/6, 13.1019; Math 13.1311,
  Master of Arts in Teaching (Secondary Education): 13.1205/6, 13.1019; Math 13.1311
  MS Education Literacy & Language: 13.1339, 13.1315,
  MS Special Education: 13.1001
  092 program: 13.0409
  Counselor Education:131101
  Health Education Teacher: 13.1307

- *Include enrollment and completion data for the past 5 years for each of these programs as an Appendix:* See Appendix A

- How will the proposed program impact enrollment and completion in these existing programs?

  There are no expected impacts known on existing undergraduate Education programs. The Elementary Education and Secondary Education programs are four-year programs whereby students complete their general education coursework in their first year then transition into the major content courses. The accelerated *Comprehensive Special Education Paraprofessional Program* could provide an option for transfer students that are already in the role of paraprofessional. The graduates from the *Comprehensive Special Education Paraprofessional Program* positively impact advanced graduate programs as *Comprehensive Special Education Paraprofessional Program* graduates could articulate into these programs. Therefore, the *Comprehensive Special Education Paraprofessional Program* could provide a pipeline into graduate studies.

- Are there plans to discontinue any of the existing similar programs? No

- What is the value added of the proposed program in relation to the existing programs?

  The *Comprehensive Special Education Paraprofessional Program* could serve as a program option for transfer students into and within WCSU that are already working as an uncertified teacher or paraprofessional.

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

  The proposed *Comprehensive Special Education Paraprofessional Program* will make use of existing faculty and not require the reassignment of faculty or resources. Additionally, all the courses are already running. Many of the proposed program courses (10 of the 20) will be cross listed with courses that already running.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:
  Central Connecticut State University: MS Special Education
  Eastern Connecticut State University: MS Special Education
  Southern Connecticut State University: Special Education K-12, B.S.

- *Attach supplement 101a for each CSCU institution that has one or more similar programs*.

- How is the new program distinct from these existing programs?

  The BS Comprehensive Special Education Paraprofessional program is a unique pathway for paraprofessional students. At present, there are no other programs that mirror this pathway in the state. The *Comprehensive Special Education Paraprofessional Program* provides a path for paraprofessional educators to follow by completing coursework at the CT State Community College(s), then enter the WCSU accelerated program, to earn the initial Connecticut Special Education Teacher Certification. With additional coursework and a passing score on the Praxis content assessment, *Comprehensive Special Education Paraprofessional Program* graduates can apply for cross endorsements in other certification areas such as Early Childhood or Bilingual Educator. This provides more employment opportunities and promotes job security.

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and?

  The *BS Comprehensive Special Education Paraprofessional Program* of study is a unique program, supported by the WCSU and CT State articulation -a seamless transition from community college into WCSU. Candidates will enter the Special Education portion of the program in junior status and complete the certification requirements in one year providing a flexible student schedule. Paraprofessionals do not earn a competitive wage, hence, completing the first two years at the community college would provide a low-cost or free option for a college education. Alternatively, other CSCU programs requirements include four years in an on-campus program for the B.S., not allowing for the flexibility in scheduling that working paraprofessionals require.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Enrollment projections were gathered from surveying paraprofessionals from school districts of the WCSU community partners. Current projections are conservative, yet 20 students are projected to enroll each year for the first three years with the retention rate mirroring that of other education programs at 75%-90%. That said, FTE for the first years is projected to be 73, 88, and 88, respectively. Since students complete the program and graduate after the accelerated year, the FTEs remains the same at year three (88).

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*:

The *Comprehensive Special Education Paraprofessional Program* will recruit the uncertified teacher or paraprofessionals. The paraprofessional work part or fulltime in a school and have the responsibility to support the classroom teacher, or provide small group instruction to special needs students, or even help the special need student with 1:1 support. They are fully employed in the school district, so will require a flexible program. Generally, paraprofessionals live and work in their own community. The program will be a hybrid design blending online and clinical coursework. The prospective student will be guided when recruited and advised to enroll/attend community college to complete the general education courses. Some prospective students may already hold the AS in Early Childhood Education or other major where general education course was completed. Candidates will enter the Special Education program as junior status and complete the certification requirements in an accelerated year.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

  The *Comprehensive Special Education Paraprofessional Program* will be marketed through social media, posters and billboards in public spaces. Also, the Education Department will collaborate with Admissions personnel and prospective students will be recruited from the community colleges and during Open Houses. The Education Department will be working directly with the districts to recruit paraprofessionals that have an interest in ascertaining the Special Educator Teaching Certification. WCSU has partnered with TeachCT. TeachCT is a branch of the CSDE Talent Office missioned to recruit future

teachers. TeachCT offers scholarships, Financial Aid, college application completion supports as well as providing funding for college application fees. These services aim to recruit and retain diverse teacher candidates. TeachCT is part of a nationwide initiative and maintains a huge marketing campaign on social media, at conferences, and in education related periodicals.

- What student engagement strategies will be employed to advance student retention and completion in program?

The Education Department has a establish a systematic process for monitoring student academic achievement. Each new student is assigned both a University Advisor and Faculty Mentor Advisor. Each semester Faculty Mentor Advisor meet with students to discuss their program, discuss academic performance, and provide recommendations on strategies to support academics such as the use of the Writing Center, Peer Tutors, and attendance at the Praxis Study and Math Tutoring Center. The Praxis Study and Math Tutoring Center is an academic support provided by a dedicated Education Department faculty. The Education Department monitors academics, GPA, and professional dispositions. Any issues that may surface are reviewed by a Student Academic Review Committee. The SARC Committee is comprised of several faculty, the Program Coordinator, and Faculty Mentor Advisor. After review and discussion, a SARC remediation plan is developed to allow students to be successful in their program. WCSU has partnered with TeachCT. TeachCT offers study kits and access to tutorials to support academics which promotes retention and helps with teacher assessment preparation.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: The *Comprehensive Special Education Paraprofessional Program* will require sixty (60) credits and the 2.7 GPA -which is the minimum GPA requirement for CT Teacher Certification.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No

If yes, describe:

Comprehensive Special Education Paraprofessional Program teacher candidates will be required to complete teacher certification assessments including edTPA -an educative teacher performance portfolio and the Praxis assessment. The *Comprehensive Special Education Paraprofessional Program* has practical experiences as a paraprofessional and can use this experience to fulfill fieldwork requirements (under NextGen) but will be required to complete the student teaching practicum (70-days consecutive days of student teaching).

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

The *Comprehensive Special Education Paraprofessional Program* has practical experiences to fulfill fieldwork requirements (under NextGen) but will be required to complete the student teaching practicum (70-days consecutive days of student teaching). Since Special Education is a critical shortage area, *Comprehensive Special Education Paraprofessional Program* teacher candidates can work under the Durational Shortage Certificate (DSAP) so that they can continue to work and fulfill the student teaching requirement. Appendix B

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities.

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.

B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education.

1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by case studies of diverse learners.

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum:

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.

D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.

1. Demonstrate expertise in designing, implementing, evaluating, and improving Special Education to reflect research-based practices as indicated by portfolio in the practicum.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

WCSU has developed an assessment system to collect, analyze, and report candidate performance data used for program improvement. The LiveText platform is utilized as a data repository and the LiveText Coordinator runs various reports for review and analysis during biannual data retreats. Candidates, faculty, and other stakeholders complete key assessments and submit them to LiveText. Each key assessment is connected to a course. The course instructor is responsible to score the key assessment using the provided rubric instrument. The rubric is integrated into the LiveText platform; hence the score will generate automatically. Training materials were developed to ensure consistency among users. Candidates who do not submit a key assessment will not receive the final grade. Should candidates present failing to pass with a B or better will be required to retake the course.

Key Assessments: BS in Special Education		
Assessment	**Descriptor**	**Course**
Assessment # 1: Content Knowledge: Special Education Core	Licensure Exam: ETS Standardized Assessment #5543	During second practicum
Assessment # 2: Content Knowledge	Special Education Case Study	ED 3xx Teaching Students with Learning Disabilities
Assessment #3: Ability to Plan Instruction	edTPA Special Education (Local Evaluation)	ED4xx Special Education Practicum
Assessment #4: Student Teaching	Student Teaching Evaluation Instrument (STEI)	ED4xx Special Education Practicum Observations in both practicum experiences
Assessment #5: Impact on Student Learning	Impact on Student Learning: Project Report- Key Assessment	EPY 405
Assessment # 6: Dispositions	CAEP Initial Programs Dispositions Instrument	ED206 Teaching Students with Multiple & Severe Disabilities ED 4xx Special Education Practicum
Assessment #7: Alumni Survey	Post Completion Feedback	Six months after graduation

Assessment #8: Employer Survey	Post Completion Feedback	Six months after graduation	

Curriculum
*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
ED 4XX Assessments in Special Education	C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross-list ED 617)	3 Semester Hours
ED 206: Introduction to Education	B.1., B.2., C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
EPY 405: Introduction to Special Education	A.1., C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 3XX: Teaching Students with Learning Disabilities	B.1., B.2.,	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross-list ED 525)	3 Semester Hours
ED 210: Foundations of Literacy I	A.1., B.1., B.2.,	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 211: Educational Psychology I	B.1., B.2., C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 212: Educational Psychology II	B.1., B.2.,	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semes3 Semester Hours
ED 301: Foundations of Literacy II	A.1., B.1., B.2.,	Education admission criteria 2.7GPA and successful completion of 30-credits ED210 with "B" or better	3 Semester Hours
ED 4XX: Teaching Students with Multiple/Severe Disabilities	B.1., B.2.,	Education admission criteria 2.7GPA and successful completion	3 Semester Hours

		of 30-credits (Cross-list ED 606)	
HPX 215: Health Issues in Schools	A.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 3XX: Technology in Special Education	A.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross-list ED 557)	3 Semester Hours
ED 3XX: Learning, Coaching, and Reflective Practice	C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 576)	3 Semester Hours
ED 3XX: Teaching Students with Emotional, Behavioral Disorders	B.2., C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 545)	3 Semester Hours
ED 4XX: Analysis of Reading Difficulties	C.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 548)	3 Semester Hours
ED 425: Elementary School Social Studies	A.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 315: Early Math Methods	A.1.	Education admission criteria 2.7GPA and successful completion of 30-credits	3 Semester Hours
ED 4XX: Theory & Practice Bilingual Ed	B.1., 2.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 619)	3 Semester Hours
ED 4XX: Collaborative Program Planning	C.1., D.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 618)	3 Semester Hours
ED 4XX/X: Special Education Practicum	A.1., B.1., B.2., C.1., D.1.	Education admission criteria 2.7GPA and successful completion of 30-credits (Cross list with ED 620/1)	6 Semester Hours
General Education Courses			

Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits (must match number of credits reported on page 1)**:**			60

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:

  ☒ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☒ A.A. or A.S.

  ☐ Transfer Ticket, specify:

  ☒ Other pre-program or transfer track, specify: Early Childhood Education or Pre-Education

- With respect to this CT State degree program, which of the following is true?

  ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)

  ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☒ Yes ☐ No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	60 credits

CSU/COSC general education credits remaining after transfer	0 credits
CSU/COSC program credits remaining after transfer	60 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career   ☐ Transfer   ☒ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes   ☒ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)
WCSU	Elementary Education IDM	60
WCSU	Secondary Education	60
WCSU	*Comprehensive Special Education Paraprofessional Program*	60

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

The *Comprehensive Special Education Paraprofessional Program* could serve as a pipeline to advanced graduate studies in Education or other programs including the Ed.D. in Instructional Leadership.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

NA

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

WCSU has developed an assessment system to collect, analyze, and report enrollment and retention and candidate performance data used for program review and reported in the Education Department's Annual Report to the accrediting agency, CAEP. The LiveText platform is utilized as a data repository and the LiveText Coordinator runs various reports for review and analysis during biannual data retreats. Therefore, after the data are collected, analyzed, and a report is generated along with recommendations for program improvement. Candidates, faculty, and other stakeholders complete key assessments and submit them to LiveText. Each key assessment is connected to a course. The course instructor is responsible to score the key assessment using the provided rubric instrument. The rubric is integrated into the LiveText platform; hence the score will generate automatically. Training materials were developed to ensure consistency among users. Candidates who do not submit a key assessment will not receive the final grade. This is a safeguard to promote data collection.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

o   What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

   Near the conclusion of every academic year, departments are requested to submit reports on each program along with other performance indicators. This allows faculty to analyze recruitment, enrollment, and retention data disaggregated by demographics. The review and analysis of this data allow the department to identify enrollment trends and shift programmatic decisions to redirect attention and resources focused on recruitment, enrollment, and retention of high-quality diverse candidates.

o   Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

   The Education Department has a establish a systematic process for monitoring student academic achievement. Each new student is assigned both a University Advisor and Faculty Mentor Advisor. Each semester Faculty Mentor Advisor meet with students to discuss their program, discuss academic performance, and provide recommendations on strategies to support academics such as the use of the Writing Center, Peer Tutors, and attendance at the Praxis Study and Math Tutoring Center. The Praxis Study and Math Tutoring Center is an academic support provided by a dedicated Education Department faculty. The Education Department monitors academics, GPA, and professional dispositions. Any issues that may surface are reviewed by a Student Academic Review Committee. A SARC remediation plan is developed to allow students to be successful in their program.

o   Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

   The Education Department conducts a monthly, "Task Force for Diversity Recruitment." Using both internal institutional data and external information, policies and goals are developed to promote Diversity, Equity, and Inclusive practices. A solution to address inequities, included WCSU Education Department partnering with TeachCT. TeachCT has a large network and varied resources directed to recruit and retain high quality diverse candidates. WCSU and TeachCT then review recruitment, enrollment, and retention data to drive these efforts.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

Pro Forma Appendix C

The proposed *Comprehensive Special Education Paraprofessional Program* will make use of current full and parttime faculty and not require the reassignment of faculty or resources. There will be no additional personnel, curriculum, or resources needed. Additionally, all the courses from the proposed program are already running. Additionally, many of the proposed program courses (10 of the 20) will be cross listed with courses that already running ensuring that all courses will run to meeting course caps.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

NA

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Katherine Roe; roek@wcsu.edu; 203-837-3263

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Dr. Roe holds a MS Reading/Special Education; Special Education P-12 Certification and will be assigned 0.625 FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? NA

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) There will be three full-time faculty teaching in this program.

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) There will be four part-time faculty teaching in this program.

What percentage of program credits will be taught by adjunct faculty? 35% of the program will be taught by adjunct faculty.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Terminal degree in Psychology, Education, or Special Education.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Katherine Roe	Ph.D., MS, BS	Special Education; Literacy; Elementary certification	Full-time, tenured professor Department Chair Graduate Coordinator
Theresa Canada	Ed.D., M.Ed., MA, BA	Teaching elementary education	Full-time, tenured professor, clinical supervisor
Catherine O'Callaghan	Ph.D., MS, BS	Teaching early childhood, literacy, and elementary school	Elementary Education Program Coordinator Full-time, tenured professor

Marsha Daria	Ph.D., MS, BA	Cultural Diversity, Child Development, Elementary education	Full-time, tenured professor
Chris Anderson	Ed.D., MA, BS	Teaching Special Education, early childhood, literacy, and administration	Adjunct faculty and Special Education clinical supervisor
Diana Friedlander	Ed.D.	Special Education	Adjunct faculty
Christine Carver	Ed.D.	Special Education, 092/3	Adjunct faculty Bethel District Superintendent

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

WCSU BS Accelerated Special Ed Certification (Paraprofessionals program) - Resources and Expenditures Projections (whole dollars only)

| | $ 606 | $ 606 | $ 6,685 | $ 636 | $ 6,685 | $ 636 | $ 636 | $ 6,885 | $ 655 | $ 6,885 | $ 655 | $ 655 | $ 7,092 | $ 675 | $ 7,092 |

PROJECTED Enrollment

	First Year: 2024-25								Second Year: 2025-26								Third Year: 2026-27							
	Summer I & II, 2024		Fall 2024		Winter Session 2025		Spring 2025		Summer I & II, 2025		Fall 2025		Winter Session 2026		Spring 2026		Summer I & II, 2026		Fall 2026		Winter Session 2027		Spring 2027	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																								
New Students (first time matriculating) - SEE FOOTNOTE #1	20								20								20							
Continuing Students progressing to credential - SEE FOOTNOTE #2			20		18		$ 15		$ 15		20		18		15		15		20		18		15	
Headcount Enrollment	20	0	20	0	18	0	$ 15	0	$ 35	0	20	0	18	0	15	0	35	0	20	0	18	0	15	0
Total Estimated FTE per Year[1]			73								88								88					

PROJECTED Program Revenue

	First Year								Second Year								Third Year							
	Summer I & II, 2024		Fall 2024		Winter Session 2025		Spring 2025		Summer I & II, 2025		Fall 2025		Winter Session 2026		Spring 2026		Summer I & II, 2026		Fall 2026		Winter Session 2027		Spring 2027	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2] - SEE FOOTNOTE #3	$ 145,440		$ 133,690		$ 68,720		$ 100,268		$ 267,246		$ 137,701		$ 70,782		$ 103,276		$ 275,263		$ 141,832		$ 72,905		$ 106,374	
Tuition from Internal Transfer[2]																								
Program Specific Fees (lab fees, etc.) - SEE FOOTNOTE #8	$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -		$ -	
Other Revenue (annotate in narrative)																								
Total Annual Program Revenue	$						448,118		$						579,004		$						596,374	

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

PROJECTED Program Expenditures[3]

	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4] - SEE FOOTNOTE #4	$ 6,947	$ 6,947	$ 6,947
Faculty (Full-time, total for program)[4]	$ -	$ -	$ -
Faculty (Part-time, total for program)[4] - SEE FOOTNOTE #5	$ 55,440	$ 92,400	$ 92,400
Support Staff (lab or grad assist, tutor)	$ -	$ -	$ -
Library Resources Program	$ -	$ -	$ -
Equipment (List in narrative)	$ -	$ -	$ -
Other[5] - SEE FOOTNOTE #6 & 7	$ 3,000	$ 3,000	$ 3,000
Estimated Indirect Costs[6]			
Total Expenditures per Year	$ 65,387	$ 102,347	$ 102,347
Gross Contribution Margin before Indirect	$ 382,731	$ 476,658	$ 494,028

Notes (right column):

1. 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring

Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE

2. Revenues from all courses students will be taking.

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

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

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

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

Footnotes:

1. The projected enrollment count and program course credit details are provided by Ed Program (School of Professional Studies). Also, confirmed with Ed Program that the Accelerated B.S. Special Ed Paraprofessional Program students will be joining regular MSED in Special Education Program courses and there will be no additional instructional expense and no additional non-personnel operating budget required as students (paraprofessionals) in this comprehensive special education certification program will be attending the existing classes taught by scheduled faculty, no new course sections.

2. Confirmed with Ed Program that the estimated attrition rate based upon our current undergraduate population retention rate.

3. The BOR approved FY2023-24 In-State Undergrad Tuition Rate (Full time student) = 12,763 and $606 per credit for summer and winter intersessions. The FY2024-25 FT rate is $13,369 ($6,685/per semester) and $636 per credit for summer and winter intersessions. Assuming a 3% projected increase for FY2025-26 FT rate is $13,770 ($6,885/per semester) and $655 per credit for summer and winter intersessions and FY2026-27 FT rate is $14,183 ($7,092/per semester) and $675 per credit for summer and winter intersessions.

3.1. BOR approved FY2024-25 In-state UG Tuition & Fee rate as follows $ 13,369.00 and $ 6,684.50 per and $636 per credit.

3.2. Projecting FY2025-26 in-state UG Tuition & Fee rate as follows $ 13,770.07 and $ 6,885.04 per and $655 per credit.

3.3. Projecting FY2026-27 In-state UG Tuition & Fee rate as follows $ 14,183.17 and $ 7,091.59 per and $675 per credit.

4. Confirmed with Provost that there will be 3 credits of reassigned time equivalent of 3 credits adjunct cost for Program Administrative assignment. FY24 PT fringe is 10%; assuming flat rate for Year 1 - 3.

5. Confirmed with Provost that FT faculty will be teaching summer and winter intersession courses. FY24 FT Faculty per credit rate (summer) = $2,200.00 for Assistant Professor rank.

5.1. According to the program course schedule, total of 18 credits in Year 1 and 30 credits in Year 2 and 3. FY24 FT fringe is 35%; assuming 5% increase for FY25 (40%) and flat rate for FY26 & FY27.

6. Confirmed with Ed Program to add projected expenses for program marketing and promotional items equals $3,000 per year (under Other expenses, line 27).

7. Advised by Ed Program that TEACH CT grant and other external scholarship opportunities will offset the Tuition & Fees for eligible students of this program.

8. Confirmed with Ed Program - no program specific fees are collected.

9. Confirmed with Ed program - no additional resources will be needed (Line 25 & 26).

From:	Manohar Singh
To:	Diamond, Aynsley J
Cc:	Hegedus, Stephen (WCSU); Davis, Kaylah
Subject:	Re: Presidential approval of new academic program
Date:	Thursday, February 29, 2024 7:27:39 PM
Attachments:	PastedGraphic-1.tiff

Dear Aynsley:

This is to confirm that the request to approve the BS – Comprehensive Special Education Paraprofessional Program is consistent with our Debt Mitigation Plans as it would help in improving financials by way of generating higher tuition revenue with growing enrollment in the field.

Best

Manohar

Manohar Singh, Ph.D.

President (Interim)

Western Connecticut State University

On Feb 28, 2024, at 5:22 PM, Diamond, Aynsley J wrote:

Dear President Singh,

I hope that you and your students, faculty, and staff are having a productive semester. As per instructions from BOR-ASA Committee Chair, I am requesting you to confirm that the following new programs (to be presented to BOR-ASA on March 8th, 2024) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Programs
   a. WCSU- BS – Comprehensive Special Education Paraprofessional Program

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Thank you for your response.

Kind regards,
Aynsley Diamond

Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
Connecticut State Colleges and Universities
www.ct.edu

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NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

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SECTION 1: GENERAL INFORMATION

Institution WCSU	Please enter the following dates: Final approval by institution: **12/22/2023** Submission to CSCU Office of the Provost for Academic Council: 1/26/2024

Most Recent NECHE Institutional Accreditation Action and Date: **October 2023: NECHE Visit. We haven't received the report yet.**

Parent Program

Name of Program: **Master of Business Administration (MBA)**

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate **Masters, MBA, 37 credits***

OHE **2630**

CIP Code Number **52.0101.** Title of CIP Code: **Business Administration and Management, General**

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization **Cybersecurity**

Modality of Program *(check all that apply)*: ☐On ground   ☐ Online   ☐ **Hybrid**, % of fully online courses **51%**

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

Program website https://catalogs.wcsu.edu/grad/asb/programs/master-of-business-administration/

Program Type *(e.g., Bachelor Degree Option*   **Masters**

Anticipated Program Initiation Date   **Fall 2024**

Anticipated Date of First Completion   **Summer 2026**

Total # Credits in Program   **37**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years):* **2 years**

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: **wcsu.edu/cashiers/tuition**

CIP Code Number: **52.0101** Title of CIP Code: **Business Administration and Management, General**

Department where program is housed: **Ancell School of Business, WCSU (not housed in any school Department)**
Location Offering the Program *(e.g., main campus):* **Westside Campus, Danbury**

Request for SAA Approval for Veterans Benefits?   ☐ Yes   ☐ **No**

Provide the intended catalog description for this program:

The MBA in Cybersecurity degree from WCSU is designed to prepare the next generation of cybersecurity managers for leadership positions in the private sector, across the public and sectors (local, state, and federal governments), as well as the not-for-profit sector. Students will learn the foundational aspects of cybersecurity and how they relate to organizations and businesses, and practice how to effectively mitigate cyber risks. The program will prepare graduates for leadership roles in areas such as enterprise risk management (ERM), protecting critical information infrastructure, and development and implementation of cybersecurity policies and practices. In addition, graduates will acquire the necessary skills for secure administration of incident response and to manage continuity, as well as managing cyber-related compliance and regulatory issues.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued CIP **None, NA**   OHE#: **NA**   BOR Accreditation Date: **NA**

Phase Out Period: **NA**   Date of Program Termination: **NA**

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ **NA, NO**

Other Program Accreditation:

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

- If seeking specialized/professional/other accreditation, name of agency and intended year of review **None, NA**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **NA**
  - confirm NC-SARA requirements met: ☐ Yes **NA,** ☐No

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

Institutional Contact for this Proposal **Dr Y Hayajneh**	Title **Interim Dean**	Tel **203-837-8183** e-mail **hayajnehy@wcsu.edu**

NOTES:
- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

The MBA program in Cybersecurity will provide all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society. It fulfils a growing need for specially trained professionals and will provide jobs for our students in the local and regional communities. This program will also enable WCSU and the Ancell School of Business to establish partnerships within our served communities that create opportunities for internships, research, and experiential learning.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

Cybersecurity is a growing concern for every company in CT that relies on information technology for its operations. Employment of computer and information technology professionals is projected to grow 13% between 2021 to 2031, faster than the average for all comparable occupations. Within this broad area, the number of personnel and budget sizes devoted to cybersecurity have increased rapidly for two decades. This program will help train and deploy locally trained professionals to help our state and country to be secure.

- 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 is the only University that delivers this program in Danbury and surrounding areas. The University is located in a unique geographical location, at the border of NY / CT States. Faculty is well-qualified to deliver the program. There is no other doctoral / masters granting higher education institutions in the vicinity, so this program meets an unfulfilled need for students who desire to work beyond an undergraduate degree and specialize at the Master's level with employable skills.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

WCSU has, and continues to build, its capacity to collect and analyze the data required to set and track their diversity and inclusion goals. The University's mission statement and strategic plan are currently under revision to promote more student body diversity and inclusion on campus, will establish equity related priorities and allocation of the necessary funds and resources for those purposes. Research has shown that diversity in campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions. WestConn will continue to track that, and work to proactively develop relationships and provide support to the elementary and secondary schools that are located within diverse communities surrounding the institution.

Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

WCSU is continually working to improve course placement strategies that mitigate the time students spend in remedial education, while making progress towards program credits. Faculty and staff provide individualized advisement, mentoring and coaching that increases the odds that students remain enrolled in school. First-year experience programs are in place to improve academic achievement and increase retention.

Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Data on equity can be used by the Institution in several ways, including

Making financial support available to close the need gap for economically disadvantaged students

Conduct faculty development and training seminars on equity related issues

Include cultural competency training in new student orientation and require that students take coursework in diversity as freshmen, and

Engage students in the decision-making process regarding campus diversity and equity climate

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

Transfer students can be accepted into the program. Up to 12 semester hours of graduate credit may be transferred to the MBA (Cybersecurity) program for equivalent courses completed elsewhere. To be considered for transfer, the courses must have been completed with a grade of B or better within the years prior to enrollment in Western's MCA program. In addition, course substitutions may be allowed within the MBA (Cybersecurity) program to accommodate special considerations.

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

None of the other CSCUs have an MBA specialization in Cybersecurity. CCSU offers a bachelor of science degree in cybersecurity, and ECSU offers a cybersecurity concemtration within its Computer Science major. SCSU offers a cybersecurity concentration within its BS and MS in Computer Science options.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

Given modest enrolment projections (10, 15 and 20 new students during the first three years of launch), and WestConn's current tuition rates, we project cumulative revenues in the $850K - $ 1Million for the first three years. For the same period, the associated expenses (mainly adjunct salaries) are projected at about $50K. In essence,

because of the utilization of existing teaching faculty for this program, the concentration is projected to be highly profitable for the University.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

The Ancell School of Business and the University libraries have sufficient resources to offer this program. Some additional textbooks will be purchased, and / or journal subscriptions added by the Library for the convenience of students. The existing software and hardware resources in computer labs used by our current undergraduate program in cybersecurity will also be used for the new concentration, optimizing their utilization.

Student Recruitment / Student Engagement

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

Industry studies indicate that globally, demand for this program is strong. The U.S. Bureau of Labor Statistics projects that demand for cybersecurity professionals is expected to grow 20% by 2025.

Our conservative enrollment projections are based on the fact that (a) there is no similar program being offered in the immediate vicinity of WestConn (b) favorable location in the NY metro region (c) resource availability within the university (infrastructure, faculty, etc) that can easily cater to a higher than projected demand (d) reasonable and competitive tuition rates, and (e) WestConn's deliberate focus on recruiting more international students. The University marketing department has all needed resources to aggressively market the program via social media, University website, through Open Houses, and direct outreach.

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

Students will be advised by the Faculty Coordinator as well as teaching faculty at every step of the educational journey, right from application to graduation. Students will meet with advisors on a periodic basis to discuss progress, classes to be taken in each semester, and receive internship and career counseling from specialists at the University's Career Success Center, Students have access to numerous on-campus facilities and student clubs (https://wcsu.campuslabs.com/engage/) to keep them engaged. All students will have residential housing available if needed so that they have a successful and immersive academic experience at WCSU.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

15-1212 - Information Security Analysts

15-1244 Network and Computer Systems Administrators

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

The national average yearly salary for Cybersecurity Consultants is $99.4K, according to the ZipRecruiter website.

Applicable Industries

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Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

518210 - Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services

Career/Program Pathways
Does this program prepare students for another program? **No** ☐ Yes, specify program: **NA**☐

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. COMMUNICATION: Graduates will demonstrate effective oral and written communication skills.

    a. Graduates will demonstrate effective writing skills appropriate to multi-national and multi-layered organizations.
    b. Graduates will demonstrate effective oral communication skills that encompass diverse perspectives.

2. LEADERSHIP AND TEAMS: Graduates will demonstrate managerial level skills required to develop successful careers.
    a. Graduates will be effective leaders.
    b. Graduates will be effective collaborators.

3. ETHICS: Graduates will demonstrate ethical awareness.
    a. Graduates will apply social frameworks to achieve a positive societal impact
    b. Graduates will be able to evaluate and apply relevant ethical considerations to decision-making.

4. CRITICAL THINKING: Graduates will be effective critical thinkers.
    a. Graduates will utilize critical thinking to assess business environments.
    b. Graduates will apply qualitative and quantitative reasoning to make business decisions.

5. CYBERSECURITY: Graduates will learn to strategically manage resources, proactively mitigate cybersecurity risks, and safeguard organizations against cyber threats.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Student Learning Outcomes will be assessed through multiple means, including regular exams, quizzes, oral and written assignments and / or presentation of case studies, all designed to further comprehension and ability to analyze and synthesize course related material.

The assessment plan for the new concentration will be integrated seamlessly with the existing MBA program assessment framework. It will follow the established assessment plan for the MBA program, ensuring consistency in evaluating overall program goals and outcomes. The assessment plan will comply with AACSB accreditation requirements. This assessment of the cybersecurity-specific outcomes will be seamlessly incorporated into the broader MBA program Assurance of Learning framework. This approach ensures that the cybersecurity concentration maintains the same high assessment standards while addressing the unique outcomes of this specialized area of study.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

- Name: **Dr. Mohinder Dugal**
- Email: **dugalm@wcsu.edu**   Phone: **203-837-3257**

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program:

0.25 FTE load; Dr. Dugal has a Ph.D. in Business Administration from the University of Pittsburgh.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? NA

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 12

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3

What percentage of program credits will be taught by adjunct faculty? 25%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Ph.D. or Master's with significant work experience.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Drs J Donegan, M. Ganon; X. Jiang; Y. Kim; G. Rotondo	Ph.D.; Various	Accounting	Full-Time Faculty
Drs. C. Huang; W. Lin; L. Vo; A. Wong	Ph.D.; Various	Finance	Full-Time Faculty
Drs. P. Assenza; S. Bazan; K. Burnard; M. Chuang; M. Dugal; L.Forbes; A. Galli-Debicella; Y. Hayajneh; D. Weltmann.	Ph.D.; Various	Management	Full-Time Faculty
Drs. E. Collar; J. Flynn; P. Nugent; T. Yoon.	Ph.D.; Various	MIS	Full-Time Faculty
Drs. AbouElgheit; R. Drozdenko; X. Han	Ph.D.; Various	Marketing	Full-Time Faculty

Curriculum

Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
MGT 506 Strategic Management	1, 2, 3, 4	ACC 507, FIN 560, MKT 534	3

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

MIS 516 Information Analysis	1, 2, 3, 5	MIS 512	3
FIN 560 Analysis of Financial and Investment Decisions	1, 2, 3, 4	FIN 504, FIN 508	3
ACC 507 Strategic Cost Management	1, 3, 4, 5	ACC 502	3
MKT 534 Strategic Marketing Management	1, 2, 3, 4	NONE	3
XXX:563 Information Security Management and Risk Mitigation	1, 3, 5	NONE	3
XXX: 565 Cybersecurity Perspectives and Infrastructure Resilience	1, 3, 5	NONE	3
XXX: 567 Data Communications and Networking	1, 2, 3, 5	NONE	1.5
XXX: 569 Cybersecurity Laws and Policies	1, 2, 3, 4, 5	NONE	1.5
7 Pre-requisite Courses: ACC 501, ACC 502, FIN 504, FIN 508, MGT 504, MGT 505, MIS 512	-	-	7
Open Electives (*Indicate number of credits of open electives*)			6
Total Program Credits: 37			

What are the admissions requirements for the program?

- **A completed application for graduate study – Online application: http://wcsu.edu/graduate/application.asp**
- **An official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades, and degrees**
- **A current resume or curriculum vita**
- **The Test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English. For applicants with an undergraduate GPA below 2.75, an official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) test scores. GMAT/GRE scores must be from at most five years prior to the enrollment date.**

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ **No**
If yes, describe: **NA**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☐ **No**
If yes, describe and attach copies of the contracts or other documents ensuring program support: **NA**

Describe the prospective students for the program
Prospective students will typically have a bachelor's degree in business administration, information systems, computer science, or a STEM field. They will have some work experience in cybersecurity or related areas.

Original Program				Proposed Modified Program	
Course Name and Number	**Credits**			**Course Name and Number**	**Credits**
Prerequisite Cluster: (7 credits; courses may be waived)				*Prerequisite Cluster: (7 credits; courses may be waived)*	
ACC 501 Introduction to Financial Statements	1			ACC 501 Introduction to Financial Statements	1
ACC 502 Introduction to Managerial Accounting	1			ACC 502 Introduction to Managerial Accounting	1
FIN 504 Introduction to Business Statistics	1			FIN 504 Introduction to Business Statistics	1
FIN 508 Introduction to Economics and Finance	1			FIN 508 Introduction to Economics and Finance	1
MGT 504 Essentials of Operations Management	1			MGT 504 Essentials of Operations Management	1
MGT 505 Essentials of Organizational Behavior	1			MGT 505 Essentials of Organizational Behavior	1
MIS 512 Essentials of Management Information Systems	1			MIS 512 Essentials of Management Information Systems	1
Required Courses (27 credits)				*Required Courses (15 credits)*	
MGT 506 Strategic Management	3			MGT 506 Strategic Management	3
MIS 516 Information Analysis	3			MIS 516 Information Analysis	3
FIN 560 Analysis of Financial and Investment Decisions	3			FIN 560 Analysis of Financial and Investment Decisions	3
ACC 507 Strategic Cost Management	3			ACC 507 Strategic Cost Management	3
MKT 534 Strategic Marketing Management	3			MKT 534 Strategic Marketing Management	3
MGT 521 Strategic Integration of Operations	3				
MGT 530 Leadership	3				
MKT 539 Effective Managerial Communications	3				
MKT 592 International Business Strategy	3				
				Cybersecurity Concentration Courses (9 CREDITS)	
				MIS 563 Information Security Management	3
				MIS 565 Cybersecurity Risk Management	3
				MIS 567 Data Communications and Networking	3
Elective Course(s) (3 CREDITS)				*Elective Courses (SELECT 6 CREDITS)*	
Chosen in consultation with MBA Coordinator	3			JLA 555 Cybersecurity of the Homeland	3
				MGT 544 Negotiations and Conflict Resolution	3
				MGT 580 Health Delivery Systems	3
				MGT 582 Managing Health Services Organizations	3
				MKT 592 International Business Strategy	3
				MGT 530 Leadership	3
				MGT 547 Human Resource Management	3
				MGT 521 Strategic Integration of Operations	3
				MKT 539 Effective Managerial Communications	3
Total Credits Original Program	**37**			**Total Credits Modified Program**	**37**

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Certificate – Meetings, Conventions & Special Events Management

CT State Community College

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Meetings, Conventions & Special Events Management certificate program at CT State Community College effective Spring 2024.

A True Copy:

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Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Discontinuation of Meetings, Conventions & Special Events Management certificate program at
CT State Community College

RATIONALE
The Meetings, Conventions & Special Events Management certificate program is not in alignment
with CT State's consolidation of the hospitality and culinary programs. In the interest of best
serving students, CT State is moving forward only with programs that are consistent across the
sister colleges in CT State. Keeping programs that are fully aligned for CT State allows for
convenient transfers between campuses.

TEACH OUT
As of the Spring 2024 semester, there are no students currently enrolled in the Meetings,
Conventions, and Special Events Management certificate program at Gateway Community College.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student
Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and
Student Affairs concurs with this recommendation.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: CT State Community College	Date of Submission to CSCU Office of the Provost: 10/18/23

Program Characteristics

Name of Program: **Meetings, Conventions & Special Events Management** (MCSE-CC)

BOR Accreditation Date: June 23, 2022

OHE #: 21558

CIP Code Number: 52.0907   Title of CIP Code: Meeting and Event Planning

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **Certificate**

Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses

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

Phase Out / Teach Out Period: Fall 2023

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2023
- Date for final award of credential: N/A

Department where program is housed: Business

Location Offering the Program *(e.g., main campus)*: CT State Community College Gateway

Institutional Contact for this Proposal: Andrew Randi	Title: Professor and Acting Program Coordinator	Tel.: 203-285-2143 e-mail: arandi@gatewayct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Describe the rationale for discontinuing this program. 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) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to 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 proposed Meetings, Conventions & Special Events Management certificate program is not in alignment with the CT state consolidation of the hospitality and culinary programs. The Gateway Culinary program faculty have been working together with the Manchester Culinary and Hospitality programs faculty for this exact purpose. In the interest of best serving our students, we are moving forward with programs that are consistent across the sister colleges in CT State. Keeping programs that are fully aligned for CT State allows for convenient transfers between campuses. MCC is applying for accreditation of the Hospitality & Tourism Management Certificate Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA). GCC plans to offer this program as well and eventually hopes to apply for accreditation. Norwalk Community College (NCC) and Naugatuck Valley Community College (NVCC) also plan to offer the Hospitality and Tourism Certificate.

Phase Out/Teach Out Strategy

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

As of the Spring 2024 semester, there are no students currently enrolled in the Meetings, Conventions, and Special Events Management certificate program at Gateway Community College.

SECTION 3: RESOURCES

Close Out Costs

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

We do not anticipate any costs associated with the process of discontinuing this program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

Lessons Learned include <u>knowledge</u> or <u>understanding</u> gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

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

This entire curriculum alignment experience has been a beneficial learning experience to demonstrate the importance of collaboration amongst programs and departments. When departments and programs work in isolation, there is a risk that courses and programs will be developed that are similar in some ways but do not offer the necessary learning outcomes and competencies relevant to the field. The alignment of programs for CT State is helpful for students in our Community College system and provides an opportunity for program development and improvement.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Music Studies Program
Connecticut State Community College

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Music Studies (CIP Code: 50.0901/ OHE# 21448), specifically a modification of the program name at Connecticut State Community College.

A True Copy:

_____
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Modification to Music Studies Program, specifically a modification of the program name at Connecticut State Community College.

PROPOSED CHANGE
Excerpt- 9/2022 NASM Site Visit Team Report
Title/Content Consistency – The NASM Directory lists Manchester Community College's degree officially as "Associate of Arts in Music." The institutional catalog consistently uses the nomenclature: "Music Studies, A.A." While the degree title is expressed in these two ways, the NASM listing appears consistent with the "system of academic that allows degrees to be broadly understood and widely accepted" (see NASM Handbook 2021-22, Standards for Accreditation II.I.2.c.). Either appears to accurately reflect degree and program content; however, the visitors recommend that an amended Self-Study title page be submitted with the Optional Response, correcting the title to appear as it does in the NASM Directory and as it should in the institution's publications.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

03/8/2024 – BOR - Academic and Student Affairs Committee
03/21/2024 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: CT State Community College	Please enter the following dates: Final approval by institution: 12/15/23 Submission to CSCU Office of the Provost for Academic Council: 1/23/24

NOTE: Use this form if modifying only the name of the program.

Current Program Characteristics
Name of Program: Music Studies (MUSC-AA)
OHE #: 21448
Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☒ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Associate of Arts (AA)**
Date Program was Initiated: June 24, 2021
Total # Credits in Program: 65-68
Credits in General Education: 21-24
CIP Code Number: 50.0901   Title of CIP Code: Music, General
Department where program is housed: School of Arts & Humanities
Location Offering the Program *(e.g., main campus)*: Manchester

Proposed New Name of Program: Associate of Arts in Music

Proposed Date Name Change Becomes Effective: Fall 2024

Explanation / Justification
Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.
The program (MUSC-AA) currently known as Music Studies (only offered on our Manchester campus) is seeking to modify the name of the program to Associate of Arts in Music. This proposal is being made at the request of the National Association of the Schools of Music, which has accredited the Manchester music program.

Excerpt- 9/2022 NASM Site VisitTeam Report
Title/Content Consistency–The NASM Directory lists Manchester Community College's degree officially as "**Associate of Arts in Music."** The institutional Catalog consistently uses the nomenclature: "Music Studies, A.A." While the degree title is expressed in these two ways, the NASM listing appears consistent with the "system of academic that allows degrees to be broadly understood and widely accepted" (see NASM Handbook 2021-22, Standards for Accreditation II.I.2.c.). Either appears to accurately reflect degree and program content, however, the visitors recommend that an amended Self-Study title page be submitted with the Optional Response, **correcting the title** to appear as it does in the NASM Directory and **as it should in the institution's publications.**

Programmatic Changes
If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.
none

Cost and Availability of Adequate Resources
If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.
none

Institutional Contact for this Proposal: Michael Stefanowicz
Title: AVP, Academic Affairs
Tel.: 860.612.7039   e-mail: mstefanowicz@commnet.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Music Studies Program
Connecticut State Community College

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Music Studies (CIP Code: 50.0901/ OHE# 21449), specifically a modification of the program name and significant modification of courses at Connecticut State Community College.

    A True Copy:

_____
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Modification to Music Studies Program, specifically a modification of the program name and significant modification of courses at Connecticut State Community College.

PROPOSED CHANGE
CT State offers both a National Association of Schools of Music (NASM) accredited program (Manchester campus) and a non-accredited music program (Naugatuck Valley campus). This modification is for the non-accredited program. Changes include the following:
-   *Change in program name.* Both programs initially had the title Music Studies and were distinguished in the catalog only by the programs codes – MUSC-AA (accredited) and MUSC-AA-NV (non-accredited). To make the distinction between the two programs clearer to students, we propose changing the name from Music Studies to simply Music. The new program code will be MUSX-AA. Eliminating the word "Studies" from the title also helps clarify that this is not currently a TAP degree as TAP degrees generally follow the convention of including the word "Studies" with the discipline name (e.g., Biology Studies, Psychology Studies, etc.). This does not preclude the possibility of pursuing this option in the future.
-   *Change in admission requirements.* This newly named MUSX-AA program will become an open-admissions program by eliminating the audition process for admission, opening up the program to many more students.
-   *Addition of campuses.* This non-accredited open admissions Music program will be offered at the Gateway and Norwalk campuses, in addition to continuing to be offered at the Naugatuck Valley campus. Both campuses offered legacy music programs and have sufficient resources to support the program.
-   *Change in organization of the curriculum and reduction in credits.* The program course requirements have been reorganized into seven distinct program areas: Music Theory & Fundamentals, Music Ear-Training, Performance Ensemble, specialization in Piano/Voice/Guitar, Applied Lessons, Music History & Appreciation, and Music Electives. This reorganization, along with the addition of numerous electives, means that students have multiple course options within most program areas and provides greater flexibility in completing the program in a timely manner. Overall, three previously required courses were changed to electives, three prior elective courses were eliminated, and an additional 16 elective courses have been added to the program. This reorganization has also reduced the minimum total credits required to complete the program from 65 to 62, which is within credit-normalization range.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

03/8/2024 – BOR - Academic and Student Affairs Committee
03/21/2024 – Board of Regents

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 12/15/23 Submission to CSCU Office of the Provost for Academic Council: 1/26/24

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

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

X   Significant Modification of Courses/Course Substitutions*

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

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

X   Change of Degree Title or Program Title

X   Other (please specify) Expanding the number of campuses offering this program from 1 to 3. Clarifying the distinction between the NASM-accredited Music Studies program and the non-NASM accredited Music, A.A. program.

Total Number of courses and course credits to be modified by this application: **Reorganization of requirements allows for an additional 19 elective courses and reduces the overall credits in the program from 65-68 to 62-65.**

Original Program Characteristics

Name of Program: Music Studies, A.A. (MUSC-AA-NV)

OHE #: 21449

Modality of Program (check all that apply): ☒On ground ☒ Online ☒ Hybrid, % of fully online courses

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

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): **Associate of Arts, A.A.**

Date Program was Initiated: 6/24/21

Total # Credits in Program: 65-68

Credits in General Education: 21-24

CIP Code Number: 50.0901   Title of CIP Code: Music, General

Modified Program Characteristics

Name of Program: Music, A.A. (MUSX-AA)

Modality of Program (check all that apply): ☒On ground ☒ Online ☒ Hybrid, % of fully online courses

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

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): **Associate of Arts, A.A.**

Initiation Date for Modified Program: 8/1/2024

Anticipated Date of First Graduation: May 2025

Total # Credits in Program: 62-65

Credits in General Education: 21-24

CIP Code Number: 50.0901   Title of CIP Code: Music, General

Department where program is housed: School of Arts & Humanities

Location Offering the Program (e.g., main campus): Gateway, Naugatuck Valley, Norwalk

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: n/a   CIP: OHE#: BOR Accreditation Date:

Phase Out Period   Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: n/a
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Institutional Contact for this Proposal: Michael Stefanowicz

Title: AVP, Academic Affairs

Tel.:   860.612.7039   e-mail: mstefanowicz@commnet.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

Provide a brief summary (narrative or bulleted list) of all proposed modifications to the program:

CT State offers both a National Association of Schools of Music (NASM) accredited program (Manchester campus) and a non-NASM accredited music program (Naugatuck Valley campus). This modification is for the non-NASM accredited program. This proposal is to modify the program title and curriculum of a similarly named (but distinct) music program (MUSC-AA-NV; offered only on our Naugatuck Valley campus). The title of the Naugatuck Valley music program (which will also expand to our Gateway and Norwalk campuses) will now be known as MUSIC, A.A.

Changes include the following:

(1) *Change in program name*. Both programs initially had the title Music Studies and were distinguished in the catalog only by the programs codes – MUSC-AA (NASM accredited) and MUSC-AA-NV (non-NASM accredited). To make the distinction between the two programs clearer to students, we propose changing the name from Music Studies to simply Music. The new program code will be MUSX-AA. Under a separate application, the NASM accredited program is also seeking a name change to help reinforce this distinction. Eliminating the word "Studies" from the title also helps clarify that this is not currently a TAP degree. Because TAP degrees generally follow the convention of including the word "Studies" with the discipline name (e.g., Biology Studies, Psychology Studies, etc.), students often mistook the Musie Studies programs for TAP degrees. This does not preclude the possibility of pursuing this option in the future.

(2) *Change in admission requirements*. The newly named MUSX-AA program will become an open-admissions program by eliminating the audition process for admission. Eliminating the audition admission requirement will open up the program to many more students.

(3) *Addition of campuses*. This non-NASM accredited open admissions Music program will be offered at the Gateway and Norwalk campuses in addition to continuing to be offered at the Naugatuck Valley campus. Both campuses offered legacy music programs and have sufficient resources to support the program.

(3) *Change in organization of the curriculum and reduction in credits*. The program course requirements have been reorganized into seven distinct program areas: Music Theory & Fundamentals, Music Ear-Training, Performance Ensemble, specialization in Piano/Voice/Guitar, Applied Lessons, Music History & Appreciation, and Music Electives. This reorganization along with the addition of numerous electives means that students have multiple course options within most program areas, which provides greater flexibility in completing the program in a timely manner. Overall, three previously required courses were changed to electives, three prior

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elective courses were eliminated, and an additional 16 elective courses have been added to the program. This reorganization has also reduced the minimum total credits required to complete the program from 65 to 62, which is within credit-normalization range.

(4) *Change in learning outcomes.* As part of the reorganization of the program, the program learning outcomes were revised.

Background and Rationale

Provide the context and need for the proposed modification(s) and the relationship to the originally approved program:

Prior to the merger, there were legacy Music programs at Gateway, Manchester, and Naugatuck Valley; and Norwalk had a legacy Performing Arts program with a Music focus.

During the curriculum alignment process, the Music programs at Gateway, Naugatuck Valley, and Norwalk were sunset by the music faculty workgroup in favor of the nationally accredited Music Studies program offered at Manchester (a selective admission, "by audition" program with a NASM-directed curriculum). This has since proved problematic, as the accrediting agency (NASM) does not accredit programs, only locations/sites. Additionally, it takes 2+ years to successfully navigate the NASM accreditation process. At this time, the NASM curriculum is currently being offered at Manchester as a NASM accredited program and Naugatuck Valley as a non-NASM accredited program.

Music faculty at all campuses were involved in this modification of MUSC-AA-NV program. The goal was to create (or re-create) an open admissions program that is distinct from the NASM approved program and provides students greater flexibility in identifying and selecting their path of interest in Music.

Addressing Identified Needs

- How does the modified program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this modified program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

    Vacancies for careers in Music Education, Music Performance/Entertainment, and Music Directors and Composers have increased by 40.06 percent nationwide in the past decade, with an average growth of 2.69 percent per year. Demand for Music Teachers is expected to go up, with an expected 31,630 new jobs filled by 2029. This represents an annual increase of 3.85 percent annually over the next ten years. Additionally, there is an estimated 9% jobs growth for Musicians, Singers, and Composers over the next decade.- US Bureau of Labor Statistics, and Connecticut Labor Market Information.

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

    Legacy Music programs have existed on the Gateway, Naugatuck Valley, and Norwalk campuses for many years. These Music programs have contributed to the campus culture and have prepared hundreds of students for transfer and workforce during the past couple of decades. FT Music Coordinators exist on each of the three campuses, and all three campuses hire adjunct instructors to augment the teaching loads of the FT faculty. It is vital that these vibrant programs remain.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Each CT State Music program will participate in an academic program review within the next three academic years; one dedicated facet of that APR process is to assess incoming students' ability, as well as to ensure diversity of marketing, admissions, and program retention/completion. The specific target questions and data pulls are currently being developed by Dr. Joseph Cullen, in collaboration with CT State Dean of Arts & Humanities, BL Baker, and the FT Music faculty.

- o Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

  Each campus works with their local admissions and recruiting office to generate and distribute marketing materials to disparate communities, and each campus is working with the CT State Marketing office to develop new promotional strategies to ensure equitable outreach to the disparate campus extended communities. Additionally, each campus has identified dedicated Guided Pathways advisors to meet with and advise students, and each FT Music instructor advises students regarding transfer to CSU institutions, as well as regarding best steps to take in preparation for a professional career.

- o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  The results of the Academic Program Review will be analyzed to generate best practices regarding any documented inequities.

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

  Preliminary conversations regarding the modification of this Music, A.A. program began during Summer 2023; once the modifications have been approved, substantive articulation discussions will ensure with our CSU partners.

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

  While no other program mirrors the Music, A.A. curriculum, the program has been redesigned to ensure transferability to our CSU partners, as well as to other state and regional Music programs.

Curriculum
Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Notes			
*Pink highlighted = course not included in modified program			
*Green highlight = required course in original program changed to elective in modified program			
*Blue highlight = elective courses added to modified program			
PROGRAM COURSES		**PROGRAM COURSES: MUSIC THEORY & FUNDAMENTALS – Complete four courses for a total of 12 credits.**	**12**
MUS 1405 Applied Lessons I	2	MUS 1100 Fundamentals of Music OR	3
MUS 1406 Applied Lessons II	2	MUS 1101 Music Theory I OR	3
MUS 2405 Applied Lessons III	2	MUS 1102 Music Theory II OR	3
MUS 2406 Applied Lessons IV	2	MUS 2103 Music Theory III OR	3
MUS 1501 Chorale Ensemble I OR MUS 1521 Classical Chamber Ensemble I OR MUS 1522 Jazz Combo I	1	MUS 2014 Music Theory IV	3

MUS 1502 Chorale Ensemble II OR MUS 1532 Classical Chamber Ensemble II OR MUS 1531 Jazz Combo II	1	**PROGRAM COURSES: EAR-TRAINING –** **complete four semesters of Ear-Training for** **a total of 4 credits.**	**4**
MUS 2503 Chorale Ensemble III OR MUS 2523 Classical Chamber Ensemble III OR MUS 2533 Jazz Combo III	1	MUS 1201 Music Ear-Training I	1
MUS 2504 Chorale Ensemble IV OR MUS 2524 Classical Chamber Ensemble IV OR MUS 2534 Jazz Combo IV	1	MUS 1202 Music Ear-Training II	1
MUS 1201 Music Ear-Training I	1	MUS 2201 Music Ear-Training III	1
MUS 1202 Music Ear-Training II	1	MUS 2202 Music Ear-Training IV	1
MUS 2201 Music Ear-Training III	1		
MUS 2202 Music Ear-Training IV	1	**PROGRAM COURSES: PERFORMANCE** **ENSEMBLE – Complete courses for a total** **of 4 credits.**	**4**
MUS 1001 Music History & Appreciation I	3	MUS 1501 Chorale Ensemble I	1
MUS 1002 Music History & Appreciation II	3	MUS 1502 Chorale Ensemble II	1
MUS 1101 Music Theory I	3	MUS 2503 Chorale Ensemble III	1
MUS 1102 Music Theory II	3	MUS 2504 Chorale Ensemble IV	1
MUS 2103 Music Theory III	3	MUS 1521 Classic Chamber Ensemble I	1
MUS 2104 Music Theory IV	3	MUS 1532 Classic Chamber Ensemble II	1
MUS 1301 Group Piano I	1	MUS 2523 Classic Chamber Ensemble III	1
MUS 1302 Group Piano II	1	MUS 2524 Classic Chamber Ensemble IV	1
MUS 2303 Group Piano III	1	MUS 1511 Madrigal/Chamber Singer I	1
MUS 2304 Group Piano IV	1	MUS 1512 Madrigal/Chamber Singer II	1
MUS 1007 Today's Music	3	MUS 2513 Madrigal/Chamber Singer III	1
DESIGNATED ELECTIVES – Complete one **course for a total of 3 credits**	**3 total**	MUS 2514 Madrigal/Chamber Singer IV	1
MUS 1004 World Music	3	MUS 1540 Drumming and Percussion Ensemble	3
MUS 1008 Today's Music: Gospel, Ragtime, Blues, Jazz	3	MUS 1530 Jazz Ensemble	2
MUS 1100 Fundamentals of Music	3	MUS 1522 Jazz Combo I	1
MUS 1009 History & Appreciation of Jazz	3	MUS 1531 Jazz Combo II	1
MUS 1811 Guitar I	3	MUS 2533 Jazz Combo III	1
MUS 1812 Guitar II	3	MUS 2534 Jazz Combo IV	1
MUS 1300 Beginning Piano	3		
MUS 1530 Jazz Ensemble	2	**PROGRAM COURSES: PIANO, VOICE,** **GUITAR – Complete courses in one of the** **following groups for a total of 4 credits.**	**4**
MUS 1801 Beginning Voice	3	MUS 1301 Group Piano I, plus MUS 1302 Group Piano II, plus MUS 2303 Group Piano III, plus MUS 2304 Group Piano IV	4

MUS 1803 Language for Singers	2	MUS 1301 Group Piano I, plus MUS 1801 Beginning Voice OR MUS 1303 Intermediate Voice	4
MUS 1831 Introduction to Conducting	2	MUS 1301 Group Piano I, plus MUS 1300 Beginning Piano, plus MUS 1802 Intermediate Piano	4
MUS 1821 Introduction to Music Education	2	MUS 1301 Group Piano I, plus MUS 1811 Guitar I	4
MUS 1602 Electronic Music Composition I	3		
MUS 2603 Electronic Music Composition II	3	**PROGRAM COURSES: APPLIED LESSONS – Complete four semesters of Applied Lessons for a total of 8 credits.**	**8**
MUS 1511 Madrigal/Chamber Singer I	1	MUS 1405 Applied Lessons I, plus MUS 1406 Applied Lessons II, plus MUS 2405 Applied Lessons III, plus MUS 2406 Applied Lessons IV	8
MUS 1512 Madrigal/Chamber Singer II	1		
MUS 2513 Madrigal/Chamber Singer III	1	**PROGRAM COURSES: MUSIC HISTORY & APPRECIATION – Complete one course for a total of 3 credits**	**3**
MUS 2514 Madrigal/Chamber Singer IV	1	MUS 1000 History of Western Music OR MUS 1009 History & Appreciation of Jazz OR MUS 1010 Rock and Roll History & Appreciation	3
MUS 2098 Special Topics in Music	2		
		PROGRAM COURSES: MUSIC ELECTIVES – Complete two courses for a total of 6 credits	**6**
		MUS 1001 Music History & Appreciation I OR MUS 1002 Music History & Appreciation II OR MUS 1004 World Music OR MUS 1007 Today's Music OR MUS 1008 Today's Music: Gospel, Ragtime, Blues, Jazz OR MUS 1300 Beginning Piano OR MUS 1301 Intermediate Piano OR MUS 1601 Electronic Music OR MUS 1602 Electronic Music Composition OR MUS 1701 Introduction to Music Business OR MUS 1702 Arts and Entertainment Management OR MUS 1801 Beginning Voice OR MUS 1802 Intermediate Voice OR MUS 1811 Guitar I OR MUS 1812 Guitar II OR MUS 1821 Introduction to Music Education OR MUS 2098 Special Topics in Music OR MUS 2604 Advanced Music Mixing and Sound Processing OR MUS 2605 Principles of Sound Recording OR	6

		MUS 2606 Music for Film, Television, and Other Media OR THR 1195 Theater Practicum I OR THR 2216 Musical Theater Training I OR THR 2217 Musical Theater Training II OR THR 2295 Theater Practicum II	
Total Credits Original Program	**65-68**	**Total Credits Modified Program**	**62-65**

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.

1. Utilize theoretical principles in the analysis and composition of music, demonstrating both an awareness of the craft, skill and discipline employed, and the intuitive values expressed.
2. Demonstrate the ability to hear, internally, the melodic, harmonic, and rhythmic elements of music, and display the musicianship skills necessary to participate successfully in various musical endeavors, including performance and composition.
3. Present successful solo performances using appropriate repertoire for their chosen instrument/voice with technical proficiency, musicality, and stylistic awareness. Perform musical compositions that demonstrate an intuitive awareness of the symbolic meanings inherent in that work as well as a degree of craft appropriate to the student's level of development.
4. Perform and/or participate successfully in small and large ensembles, using time management and interpersonal skills to assist in the production of a collaborative musical work.
5. Create original music utilizing the knowledge and skills acquired in the music courses and applied lessons taken by incipient composers, songwriters, and arrangers.
6. Demonstrate intermediate keyboard competency through the performance of level-appropriate piano literature.
7. Synthesize standard music references and resources (reference works, periodicals, software, etc.) while writing analytical, historical, critical, biographical, and research-oriented projects on topics in music.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Annual assessment of learning outcomes will be conducted by each campus offering the Music, A.A. degree, with FT faculty from Gateway, Naugatuck Valley, and Norwalk convening annually to compare and analyze data. Additionally, the Academic Program Review will include the annual data, and will recommend any necessary considerations of change, as the program coordinators collaborate to establish and monitor best practices.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
GENERAL EDUCATION CORE			
ENG 1010 Composition	Gen Ed	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	**3**

MATH 1000 or higher	Gen Ed	MATH 0988 /MATH 0989 with a grade of D- or higher OR placement using multiple measures	**3-4**
Choose one from ARHX	Gen Ed	Varies (Generally, eligibility for ENG 1010; see catalog: https://catalog.ctstate.edu/)	**3-4**
Choose one from SCRX or SCKX	Gen Ed	Varies (Generally, eligibility for ENG 1010; see catalog: https://catalog.ctstate.edu/)	**3-4**
Choose one from SBSX or HISX	Gen Ed	Varies (Generally, eligibility for ENG 1010; see catalog: https://catalog.ctstate.edu/)	**3**
Choose one from ORAX or WRIX	Gen Ed	Varies (Generally, eligibility for ENG 1010; see catalog: https://catalog.ctstate.edu/)	**3**
CCS 1001 College & Career Success		Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	**3**
TOTAL GENERAL EDUCATION CREDITS			**21-24**
PROGRAM COURSES: MUSIC THEORY & FUNDAMENTALS – Complete four courses for a total of 12 credits.	**1, 2**		**12**
MUS 1100 Fundamentals of Music OR			
MUS 1101 Music Theory I OR			
MUS 1102 Music Theory II OR		MUS 1101 with a "C' or better; or by permission of the instructor	
MUS 2103 Music Theory III OR		MUS 1102 with a "C' or better; or by permission of the instructor	
MUS 2014 Music Theory IV OR		MUS 2103 with a "C' or better; or by permission of the instructor	
PROGRAM COURSES: EAR-TRAINING – complete four semesters of Ear-Training for a total of 4 credits.	**1, 2**		**4**
MUS 1201 Music Ear-Training I			
MUS 1202 Music Ear-Training II		MUS 1201 with a "C' or better; or by permission of the instructor	
MUS 2201 Music Ear-Training III		MUS 1202 with a "C' or better; or by permission of the instructor	
MUS 2202 Music Ear-Training IV		MUS 2201 with a "C' or better; or by permission of the instructor	
PROGRAM COURSES: PERFORMANCE ENSEMBLE – Complete courses for a total of 4 credits.	**2, 3, 4**		**4**
MUS 1501 Chorale Ensemble I			1

MUS 1502 Chorale Ensemble II		MUS 1501 with a "C" or better; or permission by the instructor	1
MUS 2503 Chorale Ensemble III		MUS 1502 with a "C" or better; or permission by the instructor	1
MUS 2504 Chorale Ensemble IV		MUS 2503 with a "C" or better; or permission by the instructor	1
MUS 1521 Classic Chamber Ensemble I			1
MUS 1532 Classic Chamber Ensemble II		MUS 1521 with a "C" or above; or permission by the instructor.	1
MUS 2523 Classic Chamber Ensemble III		MUS 1532 with a "C" or above; or permission by the instructor.	1
MUS 2524 Classic Chamber Ensemble IV		MUS 2523 with a "C" or above; or permission by the instructor.	1
MUS 1511 Madrigal/Chamber Singer I			1
MUS 1512 Madrigal/Chamber Singer II		MUS 1511 with 'C' or above, or permission by the instructor	1
MUS 2513 Madrigal/Chamber Singer III		MUS 1512 with 'C' or above, or permission by the instructor	1
MUS 2514 Madrigal/Chamber Singer IV		MUS 2513 with 'C' or above, or permission by the instructor	1
MUS 1540 Drumming and Percussion Ensemble			3
MUS 1530 Jazz Ensemble			2
MUS 1522 Jazz Combo I			1
MUS 1531 Jazz Combo II		MUS 1522 with a "C" or better; or permission by the instructor	1
MUS 2533 Jazz Combo III		MUS 1531 with a "C" or better; or permission by the instructor.	1
MUS 2534 Jazz Combo IV		MUS 2533 with a "C" or better; or permission by the instructor	1
PROGRAM COURSES: PIANO, VOICE, GUITAR – Complete courses in one of the following groups for a total of 4 credits.	1, 6		**4**
A. MUS 1301 Group Piano I, plus MUS 1302 Group Piano II, plus MUS 2303 Group Piano III, plus MUS 2304 Group Piano IV		The previous course in the sequence with a "C" or higher, or by permission of the instructor	
B. MUS 1301 Group Piano I, plus MUS 1801 Beginning Voice OR MUS 1303 Intermediate Voice			
C. MUS 1301 Group Piano I, plus MUS 1300 Beginning Piano, plus MUS 1802 Intermediate Piano		Prerequisite for MUS 1802 is MUS 1300	
D. MUS 1301 Group Piano I, plus MUS 1811 Guitar I			

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

PROGRAM COURSES: APPLIED LESSONS – Complete four semesters of Applied Lessons for a total of 8 credits.	1, 2, 3, 4		**8**
MUS 1405 Applied Lessons I, plus MUS 1406 Applied Lessons II, plus MUS 2405 Applied Lessons III, plus MUS 2406 Applied Lessons IV		The previous course in the sequence with a "C" or higher, or by permission of the instructor	
PROGRAM COURSES: MUSIC HISTORY & APPRECIATION – Complete one course for a total of 3 credits	7		**3**
MUS 1000 History of Western Music OR MUS 1009 History & Appreciation of Jazz OR MUS 1010 Rock and Roll History & Appreciation		Prerequisite for MUS 1009 is Eligibility for ENG 1010	
PROGRAM COURSES: MUSIC ELECTIVES – Complete two courses for a total of 6 credits	1, 2, 3, 4, 5, 6		**6**
MUS 1001 Music History & Appreciation I OR MUS 1002 Music History & Appreciation II OR MUS 1004 World Music OR MUS 1007 Today's Music OR MUS 1008 Today's Music: Gospel, Ragtime, Blues, Jazz OR MUS 1300 Beginning Piano OR MUS 1301 Intermediate Piano OR MUS 1601 Electronic Music OR MUS 1602 Electronic Music Composition OR MUS 1701 Introduction to Music Business OR MUS 1702 Arts and Entertainment Management OR MUS 1801 Beginning Voice OR MUS 1802 Intermediate Voice OR MUS 1811 Guitar I OR MUS 1812 Guitar II OR MUS 1821 Introduction to Music Education OR MUS 2098 Special Topics in Music OR MUS 2604 Advanced Music Mixing and Sound Processing OR MUS 2605 Principles of Sound Recording OR		Prerequisite for: MUS 1002 is MUS 1001 Prerequisite for MUS 1004, MUS 1007, MUS 1008, MUS 1701, MUS 1702 is Eligibility for ENG 1010 Prerequisite for: MUS 1301 is MUS 1300 Prerequisite for: MUS 1602 is MUS 1601 with a "C" or higher, or permission of instructor. Prerequisite for: MUS 1802 is MUS 1801 Prerequisite for: MUS 1812 is MUS 1811 with a "C" or higher, or permission of instructor. Prerequisite for: MUS 1802 is MUS 1801 Prerequisite for: MUS 2604 is MUS 1602 with a "C" or higher, or permission of instructor. Prerequisite for:	

| MUS 2606 Music for Film, Television, and Other Media OR THR 1195 Theater Practicum I OR THR 2216 Musical Theater Training I OR THR 2217 Musical Theater Training II OR THR 2295 Theater Practicum II | | MUS 2605 is MUS 1602 with a "C" or higher, or permission of instructor.

Prerequisite for:
MUS 2606 is MUS 2603 with a "C" or higher, or permission of instructor.

Prerequisite for THR 2216, THR 1195 and THR 2295 is Permission of Instructor

Prerequisite for THR 2217 is THR 2216 | |

Open Electives (*Indicate number of credits of open electives*)		**0**
Total Program Credits:		**62-64**

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements.

The total credits required in the MUSC-AA-NV program (65-68) will be reduced under the modified Music, AA program (62-65), with increased flexibility of course offerings within the seven distinct program areas.

Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

No additional resources will be needed resulting from this modification of the program. Each campus has existent FT and adjunct faculty in Music, and each campus has suitable physical infrastructure to ensure successful offering and completion of required Program courses.

Previous Three Years Enrollment and Completion for the Program being Modified

*Note: The MUSC-AA-NV program began in F23 semester. Other Music programs were sunset during Alignment.

ACTUAL Enrollment	Fall Term, Year *		Fall Term, Year *		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	N/A	N/A	N/A	N/A	17	16
New Students	N/A	N/A	N/A	N/A	10	5
Returning Students	N/A	N/A	N/A	N/A	-	-
Actual Headcount Enrollment	N/A	N/A	N/A	N/A	222	56
Fall FTE accounted for by Program Majors	**N/A**		**N/A**		**36.0 FTE**	
Size of Credentialed Group(s) for Given Year	**N/A**		**N/A**		**3**	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion.

The modification of this program will ensure that students pursuing Music at Gateway, Naugatuck Valley, and Norwalk have a program from which they can graduate. Additionally, the modification proposal delineates Music, AA as an open admission, non-NASM accredited program, which will enable many more students to pursue a degree in Music. Note: At present, with Manchester's NASM-accredited Music Studies program standing as the only CT State music program, all legacy, current, and future Music majors at Gateway, Naugatuck Valley, and Norwalk are limited; either being asked to change majors, or to apply for an audition at Manchester, in hopes of being granted admission to their selective-admission "by audition only" program. And students claiming their home campus as either Gateway, Naugatuck Valley, or Norwalk live between 40-70

miles (one-way) from the Manchester campus.

| **Other Considerations** |
| If applicable, note any other considerations relevant to the proposed modification(s) |
| n/a |

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

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

Note: Several courses in this program are open to non-Music majors and generate additional income.

PROJECTED Program Revenue	Fall 2024	Fall 2025	Fall 2026
Tuition (do not include internal transfers)	281,745	357,851	612,716
Program-Specific Fees	17,589	21,242	36,802
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	299,334	379,093	649,518
PROJECTED Program Expenditures*	Fall 2024	Fall 2025	Fall 2026
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)	310,000	319,300	328,900
Faculty (Part-time, total for program)	58,266	85,467	106,821
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures	386,266	404,767	435,721

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

| Program website: www.ctstate.edu |
| IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **6 years** |
| Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education |
| Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No |
| **Catalog Description** |
| Provide the catalog description for this program (with proposed modifications if applicable): |

The Music, A.A. degree is appropriate for students who wish to study music within the broader context of a liberal arts education. College-level study is an opportunity to combine art with intellect. In addition to practicing and performing, students in the Music A.A. program will learn to analyze and interpret musical compositions and performances with an awareness of craft, skill, and discipline. Classes in music theory and technique give students a foundation for pursuing a wide variety of upper-level baccalaureate degree programs in music, and a variety of specializations within those programs.

Goals for the Music A.A. degree include the following:
1. To prepare students for careers in music and arts-related professions.
2. To increase students' understanding and appreciation of the arts in relation to society, thus encouraging their lifelong advocacy of the arts.
3. To allow students to maintain an emphasis on music while further exploring other academic interests.
4. To foster intellectual curiosity.
5. To encourage students to seek breadth and variety in their educational pursuits to aid them in securing employment in the ever-changing global economy.

The Music A.A. program enables students to develop musical proficiency in Music Theory, Musicianship, Keyboard, Harmony, and Performance in preparation for transfer to Bachelor of Music degree programs at the university level or for their career goals in the field of music. Courses for non-performance music majors are available for composers, arrangers, songwriters, and conductors. The program also features several music ensembles open to both non-majors and music majors. In addition to applied lessons and ensemble, the curriculum offers music theory, ear training, keyboard skills, and music literature, courses that all music majors must complete during their freshman and sophomore years.

Note: Music, A.A. (MUSX-AA) is an open admission program. If students are interested in pursuing a Music program accredited by the National Association of the Schools of Music, they are advised to investigate the Music Studies program offered at the CT State - Manchester campus.

Please also note that the courses that universities and colleges require for transfer vary. When selecting courses for transfer purposes, students should consult with the Guided Pathways Advising Office to determine the specific transfer requirements of specific transfer institutions.

Career Outlook
Employers, regionally and nationally, are looking for creative individuals. The opportunities for musicians are numerous, from performance to teaching to scoring music for the gaming and advertising industries. Graduates of this program will qualify for entry-level positions in the music business and/or transfer to four-year institutions pursuing advanced study in:
• Music education
• Performance
• Music business
• Musical theater
• Composition, songwriting, and arranging
• Media composition and film scoring
• Sound recording
• Music therapy
• And more

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 25-0000 Educational Instruction and Library Occupations,

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations, and 27-2041 Music Directors and Composers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 25-0000 Educational Instruction = $77,280; 27-0000 Arts, Design, Entertainment = $58.030; 27-2041 Music Directors and Composers = $62,940

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 6111 Elementary and Secondary Schools; and 71 Arts, Entertainment & Recreation

Career/Program Pathways

Does this program prepare students for another program? **X** Yes, specify program: Bachelor in Music Education ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): BL Baker, CT State Academic Dean, School of Arts & Humanities; bbaker@commnet.edu; 860-612-7055

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 15-25

Admissions Requirements

What are the admissions requirements for the program? Open Admissions https://ctstate.edu/admissions-registration

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
If yes, describe:

Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Prospective Students

Describe the prospective students for the program: Students seeking careers in Music Education, Music Direction & Composition, Musicians, Singers, Music Performance. Students from across the state may enroll in the Music, AA, which is an open admissions program.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Land
Surveying and GIS (Geographical Information Systems) Certificate (CIP Code: 15.1102,
OHE# TBD) at Connecticut State Community College; and grant its accreditation for a
period of seven semesters beginning with its initiation, such initiation to be determined in
compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____
Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new certificate, Land Surveying and GIS (Geographical Info. Systems) at Connecticut State Community College.

Name of Institution	Connecticut State Community College	
Name of Program/Certificate	Land Surveying and GIS (Geographical Info. Systems)	
CIP Code	15.1102	
OHE# (Leave blank for new programs)		
Degree Level	Certificate	
Number of Collegiate Credits	20	
Date of Action (Anticipated)	03/21/2024	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground X Hybrid 20% _ HyFlex _ Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The Land Surveying & Geographic Information Systems (GIS) Technician Certificate is designed to meet the educational requirements of a prospective Land Surveying and GIS technician. Technicians in this field generate, analyze, interpret, and communicate data derived by using Land Surveying and GIS/GPS equipment, hardware, and software applications as well as the use of drones for mapping. They may also set up and maintain GIS databases or websites, create maps and models for application of data, and provide technical support to users or clients. Surveying and GIS is applicable to many industries (i.e., Electric Boat or Dominion Millstone Nuclear Power Station) and occupations, including, but not limited to, engineering firms, agriculture, public safety (fire, rescue, and police), public health, transportation, facilities, land and utilities planning, and management. Land Surveying and GIS technicians possess outstanding decision-making skills, listening skills, and problem-solving skills.

The skills of this certificate will fit into the Environmental Engineering Technology program and offer the students additional training for immediate employment after completion of the program, or the student can continue their education. The certificate can also be taken by anyone interested in a career change that is a well-paid position or can be used to advance their career.

The ENVE (Environmental Engineering Technology) program has an Industrial Advisory Committee (IAC). There are land surveyors who are part of the committee and are in the CALS (Connecticut Association of Land Surveyors) organization who are in critical need of younger educated people in the field. The IAC has asked that we include this certificate. The Land Surveyor and GIS certificate will help fill a niche that is not being filled presently. Land surveying is an essential service that is mandatory. Students from the Construction, Architecture, Engineering, ENVE, AS degree programs have shown a desire for this certificate including those students who do not want to get an AS degree but want the training for good paying employment. It is expected that many ENVE students will enroll in this certificate. Many students, including several Construction students and several Architecture students have asked to be in the certificate program.

All credits of this new certificate can be applied to the ENVE AS degree and the EH&S (Environmental Health & Safety) certificate.

PRO FORMA

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

03/8/2024 – BOR - Academic and Student Affairs Committee
03/21/2024 – Board of Regents

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

*APPLICATION FOR **NEW PROGRAM APPROVAL***

</div>

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost:	1/26/24

Institution: CT State Community College

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

Program Characteristics

Name of Program: Land Surveying and GIS (Geographical Information Systems)

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Certificate

Modality of Program *(check all that apply)*:   On ground   Online   Hybrid, % of fully online courses 20%

Locality of Program: On Campus   Off Campus   Both

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: Fall 2025

Total # Credits in Program: 20

Credits in General Education: n/a

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

CIP Code Number:15.1102   Title of CIP Code: SuveyingTechnology/Surveying

Department where program is housed: Environmental Engineering Technology

Location Offering the Program *(e.g., main campus)*: Three Rivers

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:

https://ctstate.edu/investing-in-a-ct-state-education

Request for SAA Approval for Veterans Benefits?   Yes   No

Program website: https://www.trcc.commnet.edu/

Provide the intended catalog description for this program: The Land Surveying & Geographic Information Systems (GIS) Technician Certificate is designed to meet the educational requirements of a prospective Land Surveying and GIS technician. Technicians in this field generate, analyze, interpret, and communicate data derived by using Land Surveying and GIS/GPS equipment, hardware, and software applications as well as the use of drones for mapping. They may also set up and maintain GIS databases or websites, create maps and models for application of data, and provide technical support to users or clients. Surveying and GIS is applicable to many industries and occupations, including, but not limited to, engineering firms, agriculture, public safety (fire, rescue, and police), public health, transportation, facilities, land and utilities planning, and management. Land Surveying and GIS technicians possess outstanding decision-making skills, listening skills, and problem-solving skills.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: CIP: OHE#:   BOR Accreditation Date:

Phase Out Period   Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Land Surveying

○ confirm NC-SARA requirements met: ☐ Yes ☐ No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal

Name: Mike Stefanowicz

Title: Interim Executive Dean

Phone: 860 612-7039

Email: mstefanowicz@commnet.edu

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  ○ degree minors, concentrations, or specializations
  ○ undergraduate certificates or programs ≤ 30 credits within an approved program
  ○ undergraduate certificates ≤ 15 credits
  ○ graduate certificates ≤ 12 credits
  ○ non-credit bearing certificates
  ○ programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

The Land Surveying & Geographic Information Systems (GIS) Technician Certificate is designed to meet the educational requirements of a prospective Land Surveying and GIS technician. Technicians in this field generate, analyze, interpret, and communicate data derived by using Land Surveying and GIS/GPS equipment, hardware, and software applications as well as the use of drones for mapping. They may also set up and maintain GIS databases or websites, create maps and models for application of data, and provide technical support to users or clients. Surveying and GIS is applicable to many industries such as Electric Boat or Dominion Millstone Nuclear Power Station and other occupations, including, but not limited to, engineering firms, agriculture, public safety (fire, rescue, and police), public health, transportation, facilities, land and utilities planning, and management. Land Surveying and GIS technicians possess outstanding decision-making skills, listening skills, and problem-solving skills. The skills of this certificate will fit into the Environmental Engineering Technology program and offer the students with additional training for immediate employment after completion of the program or the student can continue their education. The certificate can also be taken by anyone interested in a career change that is a well-paid position or can be used to advance their career.

The objective of the Land Surveying & GIS Technician Certificate is to provide students with skills required to fill Land Surveying & GIS technician jobs, learning GIS, GPS, Geomatics, and interpret spatial analyzes in areas pertaining to engineering, preserving indigenous lands and documenting water and land rights, urban and transportation planning and development, wildlife habitat preservation and environmental impact analysis, including hazardous waste cleanup and Brownfields site cleanup. This two-semester certificate consists of courses that will enable students to apply Survey and GIS skills and knowledge in a fast rising and needed field. Surveying and GIS are increasingly used to evaluate the various data models and structures used in the input of management analysis and output of geographic data used in engineering, science, and natural resources management. Surveying and GIS can be used to evaluate many issues regarding engineering issues and the natural sciences. Research and modeling will be essential in the development, design, and performance monitoring of a wide variety of spatial data. The certificate in Land Survey & GIS will provide students with the options to obtain work or to continue their education to acquire an A.S. or an advanced degree. Land Surveying & GIS are growing more central to the American and global economy. This certificate supports the new paradigm for a renewed effort in geospatial analyzes, mapping, and surveying the U.S.A. and the world. Currently, there are 3 PT and 3 FT faculty members who have the skills and knowledge to offer this certificate program. One PT faculty is a licensed land surveyor with his own surveying firm and was FAA trained to fly our drones. He also has an MS degree in Geomatics. One PT faculty member has an environmental science and civil engineering consulting firm in which GIS and survey are essential to their business. The FT faculty member has a Ph.D. in water quality management and wetland and soil management as well environmental law and regulations credentials and other pertinent qualifications. The Environmental Engineering Technology program has 2 drones with cameras which wirelessly connect to the GIS in the college labs, Transits and Theodolites - 3 new Total Stations, prisms and reflectors, poles and tripods and smaller but necessary equipment like GPS units and tapes.

The Land Surveying and GIS certificate is an integral part of the mission of the college. It will provide education and training for immediate employment after completion or students can continue their education to receive an AS degree or an advanced degree. This certificate complements and enhances the Environmental Engineering Technology AS degree education and training and student hands-on-training. The certificate program can branch out to other campuses.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Surveying and GIS is applicable to many industries such as Electric Boat or Dominion Millstone Nuclear Power Station and other occupations, including, but not limited to, engineering firms, the DEEP, DOT, agriculture, public safety (fire, rescue, and police), public health, transportation, facilities, land and utilities planning, and management. Land Surveying and GIS technicians possess outstanding decision-making skills, listening skills, and problem-solving skills. The skills of this certificate will fit into the Environmental Engineering Technology program (ENVE) and offer the students additional training for immediate employment after completion of the program or the student can continue their education. The certificate can also be taken by anyone interested in a career change that is a well-paid position or can be used to advance their career.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
17-3030	Surveying and Mapping Technicians	46,910
17-1022	Surveyor	61,600

Summary

Video transcript available at https://www.youtube.com/watch?v=4Pv4KDgx95U.

Quick Facts: Surveying and Mapping Technicians

2021 Median Pay	$46,910 per year $22.55 per hour
Typical Entry-Level Education	High school diploma, certificate or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Moderate-term on-the-job training
Number of Jobs, 2021	59,800
Job Outlook, 2021-31	4% (As fast as average)
Employment Change, 2021-31	2,200

Source: BLS

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

54137	Surveying and Mapping
54136	Geophysical Survey Mapping

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: No

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
  None

- ***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***

- How will the proposed program impact enrollment and completion in these existing programs? The certificate will benefit and support students in existing programs by providing additional credentials to students in the ENVE, Construction and Architecture programs, including other engineering technology programs and science programs. New students benefit since the certificate is only 20 credits. If they wish to continue their education all credits be incorporated into the ENVE program.

- Are there plans to discontinue any of the existing similar programs? No

- What is the value added of the proposed program in relation to the existing programs? The certificate enhances the ENVE program already offered. The certificate provides additional credentials to students in a multitude of programs.

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): We will use existing infrastructure and faculty as well as equipment. It will not negatively impact the ENVE program.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:
  None

- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***.

- How is the new program distinct from these existing programs? NA

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: The ENVE AS program is meeting the demand but has 65 credits whereas the certificate is specifically for those students who may not want be in an AS degree program and may want to be employed after 20 credits. It may also help existing programs once the student completes the certificate, they may desire to complete the AS degree. The certificate is a great launching pad to continue their education. It is also favorable to have a specific certificate in addition to an AS degree. This certificate is hands-on, and many employers want someone with critical thinking skills and hands on experience.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

The ENVE program has an Industrial Advisory Committee (IAC). There are land surveyors who are part of the committee and are in the CALS (Connecticut Association of Land Surveyors) organization who are in critical need for younger educated people in the field. The IAC has asked that we include this certificate. The Land Surveyor and GIS certificate will help fill a niche that is not being filled presently. Land surveying is an essential service that is mandatory. Students from the Construction, Architecture, Engineering, ENVE, AS degree programs have shown a desire for this certificate including those students who do not want to get an AS degree but want the training for good paying employment. It is expected that many ENVE students will enroll in this certificate. Many students, including several Construction students, and several Architecture students have asked to be in the certificate program.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*: Environmental Engineering Technology, Construction, Architecture, Engineering Science, Transportation and Science students.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: GPAs will have to be trained in understanding Land Surveying and Mapping and GIS. The PCs will need to advise students of the certificate and marketing will need to inform the public. The PC of this program will provide information to the GPAs.
- What student engagement strategies will be employed to advance student retention and completion in program? Advising and continual conversations about the certificate. Since the certificate is related and intertwined with ENVE the strategies will be the same.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☐ Yes ☒ No

If yes, describe the selection process, including all criteria:

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)?   Yes ☒ No

If yes, describe:

Experiential Learning Requirements

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes   No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: Working with surveying equipment in the field. No internships, externships, or affiliations are required.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

1. Apply their knowledge within environmental settings to solve specific engineering, ecological, and social problems.

2. Demonstrate skills using land surveying equipment and be familiar with the concept of the use of drones for GIS mapping.

3.   Demonstrate familiarity with key terms, concepts, principles, methods and techniques of geographical and geospatial information and data analyzes.

4.   Demonstrate excellent written and oral communication skills.

Click or tap here to enter text.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Homework assignments, hangs-on learning assignments using the surveying equipment, quizzes, demonstration of using survey equipment and GIS, demonstrate using the ArcGIS platform by fulfilling assignments in GIS (i.e. making a map from the ariel photographs taken by the drones), and being able to demonstrate using compasses and other hand held devices.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s	Credit Hour
Program Core: Required & Elective Courses			
ENVE or ENV 1100 - Environmental Regulations		ENV 1010 or 1010	3
ENVE 1500 - Geomatics Spatial Analysis		none	3
ENVE 2500 - Geomatics		ENV 1500	4
ENVE 2990 - Environmental Issues Seminars		ENVE or ENV 1010 ENG 1010	3
ARCH 1012 Geographic Information Systems		none	3
ERTH 1030 Earth Science		English Composition	4
General Education Courses			

Open Electives (*Indicate number of credits of open electives*)	
Total Program Credits (must match number of credits reported on page 1)**:**	20

Credit Summary	
CSU/COSC Proposed Program total credits:	20 credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  - ☐ Liberal Arts & Science: A.A. only   A.S. only   A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☑ Other pre-program or transfer track, specify: **The Land Surveying & GIS certificate is 20 credits. The majority of credits can be applied to the Environmental Engineering Technology AS degree or to the EHS certificate.**

- With respect to this CT State degree program, which of the following is true?
  - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer?   Yes   No, please explain:
- **This is a certificate. It is not an AS degree however the courses can all be applied to the Environmental Engineering Technology degree.**

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student

Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☒ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☒ No, please explain: This is a certificate not an AS degree.
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)
UConn	Natural Resources and the Environment	This is a certificate not an AS degree though the NRE program transfers all of the ENVE AS degree and the EHS certificate currently.
Southern CT State University		This is a certificate not an AS degree although the program at Southern transfers all of the ENVE AS degree and the EHS certificate currently.

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

Certificate stackable to associate degree

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

All credits of the LS&GIS can be applied to the ENVE AS degree and the EH&S certificate.

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

The current PC will oversee the new certificate and will continue to advise students in the ENVE program as well as the Land Surveying and GIS certificate. The PC will work with the GPA assigned to the program to ensure that the GPA understands the requirements and hence will advise students appropriately.

Assuring Equitable Outcomes

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? Retention rates, time to completion, academic performance, and tracking educational goals will be used.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. Student Services and GPAs, with the help of the

PC of the program, will advise and meet with new students monthly. The PC, a 1st generation nontraditional student, will recruit students from the area high schools and target all students but specifically nontraditional students.

o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?Follow the specific metrics as describes above. Retention rates will be monitored by the campus and will be accessed by the PC using the Program Review process.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources
Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.
Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The Environmental Engineering Technology program (ENVE) currently has 2 drones with cameras which wirelessly connect to the GIS in the campus labs, Transits and Theodolites - 3 new Total Stations, prisms and reflectors, poles and tripods and smaller but necessary equipment like GPS units and tapes. There are adequate resources for the new certificate.

Special Resources
Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)
We have the required equipment and faculty for the new certificate requirements.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Justin Moore, Dean of Engineering, Technology & Manufacturing, hmoore@commnet.edu, 860.612.7048 and Diba Khan-Bureau, CT State Three Rivers

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. **The PC of the ENVE program is FT and will oversee the new certificate program. Khan-Bureau has been PC for over 20 years.**

Program Faculty
How many new full-time faculty, if any, will need to be hired for this program? None currently
If any new full-time hires, what percentage of program credits will they teach? NA
How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 1
How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 2
What percentage of program credits will be taught by adjunct faculty? 25%
Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: All are experienced faculty with licensure and expertise. Two PT faculty have MS degrees and the FT faculty has a Ph.D.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
FT - Dr. Diba Khan-Bureau	Ph.D.	Environmental Engineering/Water Quality and Quantity	Program Coordinator
PT - Kevin Franklin	MS in Geomatics	Licensed Land Surveyor/Geomatics	None
PT - Dr. John Lane	PhD	Geohydrologist/ Engineer	None
PT - Bruce Gregoire	MS	Water Quality, Stormwater Management	None
FT - Mark Comeau	MS	Architecture	Department Chair and PC
FT - William Dopirak	MS	Earth Science	Program Coordinator
PT – Alex Klose	MS and PE	Civil Engineering, Surveyor, Stormwater management	None

*Reminder: Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL—SUPPLEMENT A
SIMILAR PROGRAMS AT OTHER CSCU INSTITUTIONS

SUPPLEMENT A: IMPACT ON RELATED PROGRAMMING ACROSS CSCU
Section 1: To be completed by the institution submitting the new program application
Institution submitting new proposal: CT State Community College
Name and credential of proposed program: Land Surveying & Geographical Information System (GIS) Technician
CIP Code & Title of proposed program: 15.1102 Surveying Technology/Surveying
Section 2: To be completed by institutions with similar programs
Institution responding to proposal: CT State Community College
Indicate what similar programs (e.g., programs with the same first 2-digit CIP code) currently exist at your institution; include credential level, title, and CIP code for each program listed. Add rows as needed

Program Type	Program Title	CIP Code
AS degree in Engineering & Technology	Environmental Engineering Technology	15.0507
Certificate in Environmental Health & Safety	Environmental Health & Safety Management	15.0508

Provide enrollment and completion data for the past 5 years for each of these programs (may be attached as a separate document): **See attached sheet below. We anticipate 10 students to start the certificate program and then 12-15 in the next 3 years. The majority of students will be AS ENVE students. Please see Supplement B below.**

Discuss the potential impact of the proposed program on the enrollment and completion of the existing programs identified above: **The certificate will benefit and support students in existing programs by providing additional credentials to students in the ENVE, Construction and Architecture programs, including other engineering technology programs and science programs. New students benefit since the certificate is only 20 credits. If they wish to continue their education, all credits can be incorporated into the ENVE program. The Land Surveying and GIS certificate is an integral part of the mission of the campus. It will provide education and training for immediate employment after completion or students can continue their education to receive an AS degree or an advanced degree. This certificate complements and enhances the Environmental Engineering Technology AS degree education and training and student hands-on-training.**

Signature of Chief Academic Officer   **Date**

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year Fall 2024						Second Year Fall 2025						Third Year Fall 2026					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	15		15				18		18				21		21			
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year[1]					15						18							21

PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	31,320		31,320				37,584		37,584				43,848		43,848			
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	62,640						75,168						87,696					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year	
Administration (Chair or Coordinator)[4]	Existing	Existing	Existing	**NOTE:** Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."
Faculty (Full-time, total for program)[4]	0	0	0	[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.
Faculty (Part-time, total for program)[4]	62,464	64,338	66,268	[2] Revenues from all courses students will be taking.
Support Staff (lab or grad assist, tutor)				[3] Capital outlay costs, instructional spending for research and services, etc. can be excluded.
Library Resources Program	Existing	Existing	Existing	[4] If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.
Equipment (List in narrative)	Existing	Existing	Existing	[5] e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
Other[5]	Existing	Existing	Existing	
Estimated Indirect Costs[6]				[6] Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.
Total Expenditures per Year	62,464	64,338	66,268	

Assumes part time faculty will teach courses, if full time teaches, then part time will be used to backfill
Assumes no increase in tuition
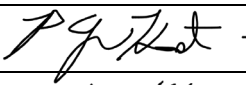Assumes annual increase of 3% in part time Lecturer hourly rate and fringe is 25%

CT STATE
COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	PC Signature	CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
ACC				
CCC				
GWCC				
HCC				
MCC				
MxCC				
NVCC				
NWCC				
NCC				
QVCC				
TRCC	*Diba Khan-Bureau*			
TxCC				

Type of Proposal.

	NEW Program (*degree)*	
X	**NEW** Certificate	**(LSGS-CC)**
	NEW Course	
	MODIFICATION of an Aligned Program (*degree)*	
	MODIFICATION of an Aligned Certificate	
	MODIFICATION of an Aligned Course	
	DISCONTINUATION of a Program (*degree)*	
	DISCONTINUATION of a Certificate	
	DISCONTINUATION of a Course	
	OTHER (*please describe)*:	

SIGNATURE PAGE

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council		11/29/2023
School Area Curriculum Council	Diba Khan-Bureau	11/29/2023
Curriculum Congress		12/18/23
School Area Academic Dean		12/7/23
CT State Provost		12/18/23
*Campus CEO (if applicable)	N/A	
*CT State President (if applicable)	N/A	

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Form SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 12/15/23 Submission to CSCU Office of the Provost for Academic Council: 1/23/24

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **Replacing 3 BOT and 1 CSA directed courses with 2 directed BUS courses, choice of 1 BUS or BENT course, and 1 open business elective (BUS, BENT, ACCT, BFIN, BMGT, BMKT). Eliminating 1 directed CSA course. Program reduced by 3 credits. Learning outcomes revised.**

Original Program Characteristics
Name of Program: Bookkeeping Certificate
OHE #:   21343
Modality of Program (*check all that apply*): ☐On ground ☐ Online ☒ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*):   **Certificate (C2)**
Date Program was Initiated: March 24, 2022
Total # Credits in Program: 21
Credits in General Education: n/a
CIP Code Number: 52.0302   Title of CIP Code: Accounting Technology/Technician and Bookkeeping

Modified Program Characteristics
Name of Program: Bookkeeping Certificate
Modality of Program (*check all that apply*): ☐On ground ☐ Online ☒ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*):   **Certificate (C2)**
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Fall 2024
Total # Credits in Program: 18
Credits in General Education: n/a
CIP Code Number: 52.0302   Title of CIP Code: Accounting Technology/Technician and Bookkeeping

Department where program is housed: School of Business & Hospitality
Location Offering the Program (*e.g., main campus*): Gateway, Nautatuck Valley, Quinebaug Valley

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: n/a   CIP: OHE#:   BOR Accreditation Date:
Phase Out Period   Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Institutional Contact for this Proposal: Michael Stefanowicz
Title: AVP, Academic Affairs

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Tel.:	860.612.7039	e-mail:	mstefanowicz@commnet.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

Modifications of courses were made to align with the ACCT-AS program and industry needs. Existing BOT and CSA courses, which align with the Business Office Technology programs but not with the accounting program, were removed and replaced with BUS, BENT, ACCT, BFIN, BMGT, BMKT courses which allow students to apply certificate courses to the Accounting AS degree. Learning outcomes were also revised to be consistent with the course substitutions and better align with the Accounting AS degree.

A new course, ACCT 1234 will be an opportunity for students to prepare and review for the AIPB's (American Institute of Professional Bookkeepers)national Certified Bookkeeper (CB) exam.

The number of credits will be reduced from 21 credits to 18 credits to allow more opportunities for completion in one year to enable a blended program with Workforce Development.

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
BOT 1101 Keyboarding and Document Production I	3	BUSN 1100 Introduction to Business OR BENT 2180 Entrepreneurship	3
BOT 1307 Word Processing Applications	3	BUSN 1150 Business Software Applications	3
BOT 2200 Digital Workplace Technologies		BUSN 2100 Business Communications	3
CSA1111 Spreadsheet Applications	3	Business Elective: Choose 1 course from ACCT, BENT, BFIN, BMGT, BMKT. ACCT1234 is highly recommended to prepare for the AIPB national Certified Bookkeeper (CB) exam.	3
CSA 2112 Database Applications	3	---	0
Total Credits Original Program	**21**	**Total Credits Modified Program**	**18**

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.

Upon successful completion of all program requirements, graduates will be able to:

• demonstrate an understanding of the vital role of a bookkeeper in recording and maintaining accurate and timely financial data.

•demonstrate an understanding of the importance of confidentiality and ethical behavior in processing financial data.

•perform accounting-related activities using spreadsheets and accounting software.

•recognize the importance of effective business communication as applied to accounting practices.

•identify career opportunities in the bookkeeping and accounting fields

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ACCT 1130 Principles of Financial Accounting		MATH 0988/MATH 0989 with a grade of D- or higher OR placement using multiple measures	3
ACCT 1250 Accounting Applications I		Completion of ACCT 1130 with a C or higher	3
BUSN 1100 Introduction to Business OR BENT 2180 Entrepreneurship		none	3
BUSN 1150 Business Software Applications		none	3
BUSN 2100 Business Communications		none	3
Business Elective: Choose 1 course from ACCT, BENT, BFIN, BMGT, BMKT. ACCT1234 is highly recommended to prepare for the AIPB national Certified Bookkeeper (CB) exam.		Varied (see catalog https://catalog.ctstate.edu/)	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			18

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/business-hospitality

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*):   1

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://ctstate.edu/investing-in-a-ct-state-education

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

This 18-credit certificate program provides an education in various bookkeeping areas to prepare students for immediate entry into the job market. Students will study the fundamentals of accounting and learn to use basic software for bookkeeping, including QuickBooks and Excel. Students will have an opportunity to prepare for the national Certified Bookkeeper (CB) exam by AIPB American Institute of Professional Bookkeepers to

expand their skills, knowledge, and market value. All courses can be applied towards the Accounting A.S. Degree.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

13-2082	Tax Preparers (**$48,250**)
43-3031	Bookkeeping, Accounting, and Auditing Clerks ($45,860)
43-3051	Payroll and Timekeeping Clerks ($ 52,300)
43-4011	Brokerage Clerks ($ 59,200)
43-9111	Statistical Assistants ($ 54,630)

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? As noted above, from https://www.bls.gov/ooh/computer-and-information-technology/home.htm
https://www.bls.gov/ooh/office-and-administrative-support/home.htm
https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#Business%20and%20financial%20operations%20occupations
https://www.bls.gov/oes/current/oes433051.htm
https://www.bls.gov/oes/current/oes434011.htm
https://www.bls.gov/oes/current/oes439111.htm

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):   5412

Career/Program Pathways

Does this program prepare students for another program?   ☒ Yes, specify program: Accounting, A.S.   ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):   Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?

Admissions Requirements

What are the admissions requirements for the program?   https://ctstate.edu/become-a-student

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
If yes, describe:

Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Prospective Students

Describe the prospective students for the program: For students interested in various bookkeeping areas, this 18-credit certificate program prepare students for immediate entry into the job market.

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Legacy program Review by Provosts Council: Legacy program Final approval by institution: October 20, 2023 Submission of this form to the CSCU Office of the Provost for Academic Council: January 26, 2024

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

Program Characteristics

Name of Program: Electronics Technician Certificate

Modality of Program *(check all that apply)*: ☒On ground   ☒ Online   ☒ Hybrid, % of fully online courses

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

Program website: https://ctstate.edu/engineering-technology

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: Certificate 16-30 credits

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 22

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   1

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://ctstate.edu/investing-in-a-ct-state-education

CIP Code Number: 15.0303   Title of CIP Code: Electrical, Electronic, and Communications Engineering Technology/Technician

Department where program is housed: School of Engineering, Technology, & Manufacturing

Location Offering the Program *(e.g., main campus)*: Gateway

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

Provide the intended catalog description for this program: The Electronics Technician Certificate program is designed for students who are interested in pursuing immediate employment in the electronics industry, while allowing for advanced educational opportunities. Students will acquire a solid electrical and electronics background along with industrial skills to work with hand tools and electronic instrumentation in conjunction with electrical, electronic, and digital circuits. They will also use the latest CAD software to design and simulate electronic circuits.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: N/A   CIP: OHE#:   BOR Accreditation Date:

Phase Out Period   Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
- If program prepares graduates eligibility to state/professional licensure,
    - identify credential:
    - confirm NC-SARA requirements met: ☐ Yes   ☐ No

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

Institutional Contact for this Proposal: Michael Stefanowicz

Title: Executive Dean, Academic Affairs

Tel.:   860.612.7039   e-mail: mstefanowicz@commnet.edu

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Local Contact for this Proposal: Christine Cherry

Title: Interim Co-Chair

Tel.: 203.285.2372 e-mail: ccherry@gwcc.commnet.edu

PC: Jonathan Braverman

NOTES:
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - ✓ Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)*

Connecticut State Community College provides access to academically rigorous and innovative education and training focused on student success.

The Electronics Technician Certificate program supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities and industries it serves. It is designed for students who are interested in pursuing immediate employment in the electronics industry, while allowing for advanced educational opportunities.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  Occupational Outlook from Connecticut Department of Labor:
  https://www1.ctdol.state.ct.us/jcc/profile.asp?sstrOccupationCode=173023
  Occupation Outlook:

Employment in State of Connecticut: 2020 -1,320 jobs; projected 2030 - 1,410
Average Annual Growth Rate: 0%   Average Annual Job Openings: 135

Employment in this occupation is expected to grow more slowly than average, but the number of annual openings will offer good or favorable job opportunities.

- 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?
  According to the CT department of labor, the following skills and knowledge are required and the ETC program includes curriculum to support this required knowledge in:
- o Computers and Electronics - Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- o Engineering and Technology - Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and

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services. The certificate is designed for immediate employment for students to enter the workforce and/or continue towards a degree.

o The instructors for the program incorporate theoretical knowledge with practical skills and are practicing industry engineers.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

    o What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

The Certificate Program will participate in developing and enforcing classroom policies and procedures to ensure compliance with laws and regulations regarding all protected classes.   Additionally, program staff will work with CT State's Centers of Excellence in efforts to promote diversity, inclusion and equity.

Specifically, the program will work through Institutional Research to track ethnicity/race, gender throughout each phase of the student's college path (recruitment, enrollment, retention, and graduation).

    o Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

Specifically, the program will work through Institutional Research to track ethnicity/race, gender throughout each phase of the student's college path (recruitment, enrollment, retention, and graduation).

    o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Assessing an institution's progress towards greater equity requires a thorough disaggregation of data and intentionally listening to students' needs and concerns. Additionally, maintaining funding and resources, ensuring staff get proper training.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

    This 1-year certificate may be incorporated into the Computer Engineering Technology (AS) program. All courses in the certificate can be applied to Computer Engineering Technology (AS) program.

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

    This program is unique and only available through Gateway.

- What prompted the creation of the certificate and what gap is it seeking to fill?

The electronics certificate focuses on skills-based training in circuitry and electronic devices and theory. It is intended to provide students with practical knowledge and theory in computer and electrical context. Upon completion, students have the skills necessary to enter the job market. It is intended for students who require immediate employment but also can continue their education. Graduates of our Electronics technician Certificate program can apply the credits earned directly towards a two-year college degree.

Cost Effectiveness and Availability of Adequate Resources
Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program is housed in the Engineering Technology department. Costs include maintenance of equipment and components in the laboratory ($1500/yr). Additional costs include Instructor's compensation.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

This program is housed in the Electrical Lab room equipped with the necessary components to run the curriculum including analog and digital equipment, and electronic and electrical components.

Student Recruitment / Student Engagement

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

Recruitment remains within the local community by meeting with high schools and informing counselors, students and parents of the program. Marketing is limited due to funds constraints. Student advising is through the GP advisors, the program PC and the department Chairs. Primarily students are recruited from industry for skills training. Students at secondary schools are recruited during Engineering Day where high schools are invited to learn about our programs. Additionally, recruitment is open to the community.

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

We have student club and activities promoting a close culture of like-minded students to collaborate on projects. We participate in student lead activities in Maker Fairs. Our students act as ambassadors for our program.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

17-3023 Electrical and Electronic Engineering Technologists and Technicians

17-3029 Engineering Technologists and Technicians, Except Drafters, All Other

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

Wage Information:

Region	Average Annual	Average Hourly	Entry Level (hourly)	Mid-Range (hourly)	Region
Statewide	$74,030.00	$35.59	$23.85	$26.77 - $40.18	Statewide
Bridgeport/Stamford	$71,444.00	$34.35	$24.50	$28.75 - $39.20	Bridgeport/Stamford
Danbury	$66,917.00	$32.17	$21.28	$23.15 - $36.27	Danbury
Hartford	$73,116.00	$35.15	$24.33	$27.38 - $41.03	Hartford
New Haven	$74,342.00	$35.74	$22.60	$25.14 - $42.54	New Haven
New London/Norwich	$85,162.00	$40.95	$30.65	$35.22 - $48.83	New London/Norwich
Waterbury	$61,444.00	$29.54	$20.87	$23.61 - $36.62	Waterbury
Torrington	$61,268.00	$29.45	$21.38	$21.78 - $32.23	Torrington

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 2022 NAICS: 541330

Career/Program Pathways

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Does this program prepare students for another program? ☒ Yes, specify program: Computer Engineering Technology, AS ☐ No

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1. Evaluate and operate a variety of devices and components used in electrical, electronic, and digital circuits, along with their respective applications.
2. Use Electronic CAD software to draw and simulate electrical and electronic circuit operations.
3. Demonstrate the role and function of the necessary tools required in the construction of electrical and electronic circuits and systems.
4. Construct electrical, electronic and digital circuits from industry-derived schematics.
5. Operate various instrumentation devices for testing and measuring circuit parameters within electronic circuits and systems.
6. Work cooperatively and productively with others in a laboratory setting

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Student outcomes are evaluated throughout the program with tests, quizzes, laboratory work, and presentations. Students are encouraged to work in teams and practice team collaboration.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Justin Moore, Dean of Engineering, Technology, & Manufacturing, hmoore@commnet.edu, 860.612.7048
- Name: Jonathan Braverman, Program Coordinator.
- Email: jbraverman@gwcc.commnet.edu   Phone: 203-285-2377

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

J. Braverman is a FT faculty in the CS program and also is teaching at CCSU in the Computer Tech. programs. No additional faculty is needed. C. Cherry is the Interim Dep. Co-Chair.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? Two (2)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Two (2)

What percentage of program credits will be taught by adjunct faculty? 30%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Our adjuncts are from industry with higher degrees including PhD in Electrical Engineering and a Fellow in Aerospace Engineering.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Christine Cherry, Professor	EdD in CTE	Electric Circuits	PC for Biomedical Engineering Interim Co-Chair
Jonathan Braverman, Assistant Professor	MS	Computer Science	PC
Harold Hansen Adjunct Instructor	Engineering Fellow –	Space Systems	none
Erkan Imal Adjunct Instructor	PHD	Electrical Engineering	none

Curriculum

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
CAD 1026	2, 3, 4	none	3
CENT 1016	2, 6	none	3
CENT 1010	1, 2, 3, 4, 5, 6	MATH 1001 or higher	4
CENT 1036	1, 2, 3, 4, 5, 6	CENT 1010	4
CENT 2052	1, 2, 3, 4, 5, 6	CENT 1010	4
Technical Elective			4
Open Electives (*Indicate number of credits of open electives*) Technical Elective as noted above			4
Total Program Credits:			22

What are the admissions requirements for the program? none

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
If yes, describe:

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Describe the prospective students for the program: Students who would like to complete a terminal program and enter into the job market. Students interested in Engineering Technology who do not with a long-term commitment to academics at this time but would like to upgrade their knowledge and skills.

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: N/A part of existing parent program Final approval by institution: 12/15/23 Submission of this form to the CSCU Office of the Provost for Academic Council: 1/26/24

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

Program Characteristics

Name of Program: Public Utility Management Certificate

Modality of Program *(check all that apply)*: ☐On ground ☒ Online ☐ Hybrid, % of fully online courses

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

Program website: https://ctstate.edu/business-hospitality

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*:   **Certificate (C2)**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 18

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   1

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
  https://ctstate.edu/investing-in-a-ct-state-education

CIP Code Number: 52.0205   Title of CIP Code: Operations Management and Supervision

Department where program is housed: School of Business & Hospitality
Location Offering the Program *(e.g., main campus)*:   Gateway

Request for SAA Approval for Veterans Benefits?   ☒ Yes ☐ No

Provide the intended catalog description for this program: The Public Utility Management Certificate Program will provide students with the knowledge necessary for a wide variety of career options in the electricity, natural gas, drinking water and wastewater public utility fields. The program's goal is to provide a credential, recognized by public utilities, that provides persons with the skills needed to make a significant contribution toward a public utility in a variety of career fields.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: n/a   CIP: n/a   OHE#:   n/a   BOR Accreditation Date: n/a
Phase Out Period   n/a   Date of Program Termination   n/a
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Two of the required program specific courses from this program count toward Water Treatment/Distribution System Operator Certification by the CT Department of Public Health. All five of the required program specific courses from this program count toward Wastewater Operator Certification by the Connecticut Department of Energy and Environmental Protection.
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Institutional Contact for this Proposal: Michael Stefanowicz

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Title:	AVP, Academic Affairs	
Tel.:	860.612.7039	e-mail: mstefanowicz@commnet.edu

NOTES:

- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - ✓ Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This program supports the mission of CSCU because it will provide an affordable, career enhancing credential to assist incumbent water and energy utility workers in moving their careers forward and will assist workers from other fields to embark on a utility career. Both of these will help greatly to meet the need for water and energy utility managers in Connecticut and elsewhere.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

  In response to requests from Connecticut's water and energy utilities concerned about the lack of trained persons to replace their managerial talent retiring, CT State – Gateway in partnership with Southern CT State University' School of Business in 2018 created the first, and still the only, A.S. and B.S. Degrees in Public Utility Management in the United States. Because of the continued shortage of supervisory and managerial talent, Gateway has been encouraged by organizations such as the CT Section of the American Water Works Association, CT Water Environment Association, New England Water Environment Association, Work for Water New England and the CT Power and Energy Society to also create a Public Utility Management Certificate to assist incumbent utility workers to move up to supervisory and managerial positions.

  The American Water Works Association's State of the Industry 2023 Report provides an insight into why Public Utility Management higher education programs are needed. Two of the top 20 challenges facing the drinking water industry are: # 6 Aging workforce/anticipated retirements (score of 4.08 where 1 = not important and 5 = critically important; 42.5% of respondents ranked it as 5 - critically important) and # 12 Talent attraction and retention (score of 3.84, 27.5% of respondents ranked it as 5 – critically important).

  Additionally, the United States Energy and Employment Report 2023 issued by the U.S. Department of Energy provides a great deal of information on the growth of jobs in the energy field:

- Jobs added in 2022 - 300,000 in the energy sector which now employs 8.1 million Americans.
- 150,000 increase in women working in energy in 2022 (+ 7.8%).
- 3.9% increase in clean energy jobs in 2022.
- 6.1% increase in electric power generation jobs since 2020 (883,300 jobs at end of 2022).
- 3.8% increase in energy transmission, distribution and storage jobs since 2020 (1,400,000 jobs at end of 2022)

  Finally, with strong encouragement from the Drinking Water Section of the Connecticut Department of Health Services along with support from the industry organizations listed above as well as Connecticut's largest water and wastewater utilities including the Regional Water Authority and the Metropolitan District Commission, CT State – Gateway, submitted a grant application to the U.S. Environmental Protection Agency on November 17, 2023. The

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application is for $541,303 over two years for water workforce development. It would provide funding for CT State – Gateway to be able to offer tuition free, this Public Utility Management Certificate, to incumbent New England water workers seeking to move into supervisory and managerial positions. U.S. EPA will be announcing grant awards in late Spring 2024.

- 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?

  CT State – Gateway has been offering the training necessary to obtain certification as operators or drinking water and wastewater treatment facilities for more than twenty-five years. Drinking water operator certification is administered by the Connecticut Department of Public Health; Wastewater operator certification is administered by the Connecticut Department of Energy and Environmental Protection. Because of this faculty and administrators at Gateway have long standing connections with both individual water utilities throughout CT as well as all of the water industry associations. In addition, with the creation of the A.S. Degree in Public Utility Management similar connections have been created with Connecticut's energy utilities and the Connecticut Power and Energy Society.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

    As mentioned above, CT State – Gateway has worked for almost thirty years with individual water utilities and since 2018 with energy utilities throughout Connecticut. It is anticipated that most of the students taking this program will already be employed by one of these utilities, all of which have diversity, equity, and inclusion efforts in place. Additionally, just about all have tuition reimbursement programs for all their employees which provide the funds needed to enroll in the program.

    For students not already working for a utility through the Gateway Community Foundation, scholarships are available from the Regional Water Authority for students enrolling in a Public Utility Management Program. In additional other scholarships are available for Public Utility Management students from the CT Section of the American Water Works Association and the Connecticut Power and Energy Society. Faculty make a comprehensive effort to make all students aware of these opportunities.

    CT State – Gateway will assess equity across these dimensions by:

    - Recruitment
      - Participation rates in recruitment events for students with diverse abilities.
      - Outreach and accessibility recruitment materials to students with different abilities.
      - Representation in recruitment events and campaigns including. the fall conference of the Connecticut Water Works Association, the ATCAVE spring conference of the CT Section of the American Water Works Association, the spring conference of the CT Water Environment Association, and the spring conference of the New England Chapter of the American Public Works Association.
      - Efforts to reach underrepresented racial and gender groups.
    - Enrollment
      - Application and admission rates.
      - Availability of support services from both within and outside CT State – Gateway. The CT Section of the American Water Works Association, Connecticut Water Works Association, CT Water Environment Association and the New England Chapter of the American Public Works Association all provide student support including complimentary admission to their annual conferences.
      - Demographic representation in the enrolled student population.

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- Retention
    - Success rates in coursework for students with diverse abilities.
    - Availability and utilization of support services for continued success.
    - Campus climate surveys measuring inclusivity.
- Completion
    - Graduation rates for different gender and racial groups.
    - Post graduation rates and career success.
    - Additional education obtained by graduates beyond a Public Utility Management Certificate.
    - Job placement rates for graduates.
    - Salary of graduates.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive support, etc.) intended to advance equitable student outcomes.
    - CT State – Gateway in addition to the recruitment strategies given above, has for many years participated in Regional Water Authority's Environmental Careers Summer Camp. This program introduces students from Common Ground High School, one of the City of New Haven's Board of Education's magnet high schools to utility careers. Professor Winterbottom also co-directs the Metropolitan District Commission's Learn and Earn Program, a month-long summer education/internship program for high school students from towns served by the MDC which also introduces students to utility careers.
    - Through available campus resources, provide tutoring, mentoring, and other resources to address skill gaps and ensure students are academically prepared for college level work.
    - Encourage Public Utility Management to attend, with free registration annual conferences of Connecticut's drinking water, wastewater and energy utility industry organizations. These conferences provide students with the opportunity to network with working professionals and discuss career opportunities.
    - Ensure diversity and inclusivity in program promotional materials to appeal to a broad range of prospective students.
    - Through Guided Pathway advisement and campus counseling services, address the unique needs of student in the Public Utility Management Program, providing academic, career and personal support. One of CT State – Gateway's Guided Pathways Advisors is assigned to advise Public Utility Management students.
    - Implement teaching strategies that accommodate different learning styles and create an inclusive leaning environment.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
    - Adjust teaching methods and practices to accommodate different learning styles.
    - Implement policies that promote inclusivity, diversity, and equal opportunities for all students.
    - Ensure that program resources are distributed equitably across different student populations to support their unique needs.
    - Leveraging our Guided Pathways model, develop targeted interventions to address specific areas of inequity identified through data analysis.
    - Incorporate qualitative data, such as student experiences and feedback, to gain insights into the nuanced factors contributing to inequities.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)

    All courses in the certificate can be applied the the A.S. degree in Public Utility Management

All courses in the A.S. degree in Public Utility Management transfer seamlessly to the B.S. degree in Public Utility Management at Southern CT State University.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
The college's existing A.S. degree in Public Utility Management is the only one of its kind in the United States; the Public Utility Management Certificate will also be unique. Because of this uniqueness, the expectation is that students who reside both in Connecticut and beyond will be enrolling.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program consists of the five program specific courses of the existing A.S. Degree in Public Utility Management and ENG 1010 English Composition. All courses have already been taught by existing faculty. No new resources are needed for the program.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No special resources will be needed for this program.

Student Recruitment / Student Engagement

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

    The college's existing A.S. degree in Public Utility Management is the only one of its kind in the United States; the Public Utility Management Certificate will also be unique. Because of this uniqueness, the expectation is that students who reside both in Connecticut and beyond will be enrolling. Therefore, all courses will be offered either Completely Online or Live Remote Online.

Additionally, to encourage students who do not reside in Connecticut to enroll in the program:

1) Since this program is the only one of its kind in New England, approval will be sought from the New England Board of Higher Education for inclusion in its reduced tuition program for students living in the other 5 New England states. The existing A.S. Degree in Public Utility Management already qualifies for the NEBHE reduced tuition program.

2) A companion Non-Credit Public Utility Management Certificate Program is being simultaneously created. It will include the same 6 course requirements. Students not residing in Connecticut will be able to attend paying the college's Non-Credit tuition rate which is much lower than the credit Out-of-State tuition rate. For example, (As an example, the college is currently running Wastewater Operator Training courses the equivalent of 3 credit courses as non-credit for $ 800 compared to $1,960 for out-of-state tuition for a 3 credit course.)

Additionally, the CT State – Gateway will continue its existing continuous dialogue with Connecticut's water and energy utilities and industry associations so that they are aware of the availability of this program. This includes having recruitment booths at the conferences listed above.. Faculty are frequently asked to do a presentation on utility workforce development at these conferences as well.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? The full-time faculty member who oversees this program and the adjunct professors will all serve as student advisors and offer academic support for all of the required courses.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

11-3013	Facilities Managers
11-3021	Computer and Information Systems Managers
11-3051	Industrial Production Managers
11-9021	Construction Managers
13-1081	Logisticians
25-1011	Business Teachers, Postsecondary
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers
51-1011	First-Line Supervisors of Production and Operating Workers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $60,000 - $80,000 per year

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):813910 Public Utility Associations, 926130 Public Utility

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Public Utility Management, AS ☐ No

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.

1) Demonstrate proficiencies and apply the principles of quality public utility management

2) Develop and explain ideas into logical steps that utilize resources and establish best practices with colleagues for customers and suppliers/vendors

3) Establish programs for the management of assets and infrastructure for public utilities.

4) Articulate and understand how public utility rates are determined and managed,

5) Evaluate and clarify legal and/or regulatory implications of business and utility management.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment methods to be used in measuring learning outcome include: examinations, case studies, research papers, course projects, homework assignments and oral presentations.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Wesley Winterbottom

- Email: wwinterbottom@gwcc.commnet.edu   Phone: (203) 285-2354
- Jimmy Adams, Dean of Business & Hospitality, jadams@commnet.edu, 860.612.7047.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Professor Winterbottom's current semester workload is:
- Program Coordinator – Public Utility Management A.S. Degree Program – 3 contact hours
- Additional Responsibility – Management of Water Management Certificate Program – 3 contact hours
- Teach CHEM 1110 – Concepts of Chemistry – 6 contact hours
- Teach (Fall - ENV 1120 Environmental and Energy Law and Regulations) (Spring – BMGT 1410 Public Utility Management) – 3 contact hours
- Teach ENV 1010 Introduction to Environmental Science – 3 contact hours
- Total Contact Hours per Fall/Spring Semesters 18

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? No new full-time faculty needed

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

What percentage of program credits will be taught by adjunct faculty? 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's degree in a related field or a Bachelor's Degree in a related field plus equivalent industry experience.

Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Wesley L. Winterbottom	MBA Finance & Mngt Univ of CT	Utility Operation & Management Environmental Science Chemistry	Program Coordinator Public Utility Management A.S. Degree Program
Professor of Science	MS Envr Engineering Cornell U	28 years faculty member at Gateway 18 years as an environmental regulator at the CT Dept of Energy and Environmental Protection	Management of Water Management Certificate Program

Curriculum
*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
BMGT 1410 Public Utility Management		none	3
ENG 1010 Composition		Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process. Prerequisite/Corequisite: none	3
BMGT 2416 Rates and Revenues		ENG 1010	3
BMGT 2419 Asset & Infrastructure Management		ENG 1010	3
BMGT 2421 Customer Relations		ENG 1010	3
ENV 1120 Environmental & Energy Law & Regulations		None	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			18

What are the admissions requirements for the program?   https://ctstate.edu/become-a-student

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
If yes, describe:

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No
If yes, describe and attach copies of the contracts or other documents ensuring program support:

Describe the prospective students for the program: It is anticipated that prospective students for this program will be persons already working for a water or energy utility who wish to advance their careers as well as persons not currently working for a utility who wish to enter the field. Additionally, more than half of the students enrolled in the college's Water Management Certificate Program already have a Bachelor's degree. Many of these have expressed an interest in earning this additional credential in order to advance their careers.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 12/15/23 Submission to CSCU Office of the Provost for Academic Council: 1/24/24

Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **Replace BIO 1111 (4 cr) with BIO 2111 (4 cr). Replace SURG 1109 (2 cr) with BIO 2350 (4 cr). Add BIO 2112 (4 cr). BIO 2111, 2112, 2350 replace BIO 1111 as program admission requirement. Program increased by 6 credits of prerequisites.**

Original Program Characteristics

Name of Program: Surgical Technology (SURG-AS-GH)

OHE #:   21318

Modality of Program (*check all that apply*): ☒On ground   ☐ Online   ☒ Hybrid, % of fully online courses

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

Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*):   **Associate of Science, AS**

Date Program was Initiated: March 24, 2022

Total # Credits in Program: 62-64

Credits in General Education: 22-24

CIP Code Number: 51.0909   Title of CIP Code: Surgical Technology/Technologist

Modified Program Characteristics

Name of Program: Surgical Technology (SURG-AS-GH)

Modality of Program (*check all that apply*): ☒On ground   ☐ Online   ☒ Hybrid, % of fully online courses

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

Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*):   **Associate of Science, AS**

Initiation Date for Modified Program: Fall 2024

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 68-67

Credits in General Education: 22-24

CIP Code Number: 51.0909   Title of CIP Code: Surgical Technology/Technologist

Department where program is housed: School of Nursing and Health Careers

Location Offering the Program (*e.g., main campus*):   Gateway, Housatonic

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: n/a   CIP: OHE#:   BOR Accreditation Date:

Phase Out Period   Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Institutional Contact for this Proposal: Michael Stefanowicz

Title: AVP, Academic Affairs

Tel.:   860.612.7039   e-mail: mstefanowicz@commnet.edu

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

Need to improve student metrics in this selective admission program because the program currently has a high rate of attrition and poor pass rates on certification exam. This has a negative impact on accreditation by ARC/STSA, where thresholds are not being met. Historical data suggests that students who complete A&P I and II have a much higher success rate in the program, and in passing the certification exam. Positive correlation shown with analyzed certification exam results where anatomy scores are low (see chart below).

2021 CST Exam Results — Gateway Community College

Red is LOW — Green is HIGH — Midpoint is 68%

A. Anatomy and Physiology (20 items)

1. Use appropriate medical terminology and abbreviations.
2. Demonstrate knowledge of anatomical systems as they relate to the surgical procedure.:
   a. cardiovascular.
   b. endocrine.
   c. gastrointestinal.
   d. genitourinary.
   e. integumentary.
   f. lymphatic.
   g. muscular.
   h. neurological.
   i. ophthalmic.
   j. otorhinolaryngology.
   k. peripheral vascular.
   l. pulmonary.
   m. reproductive.
   n. skeletal.
3. Demonstrate knowledge of human physiology as they relate to the surgical procedure:
   a. cardiovascular.
   b. endocrine.
   c. gastrointestinal.
   d. genitourinary.
   e. integumentary.
   f. lymphatic.
   g. muscular.
   h. neurological.
   i. ophthalmic.
   j. otorhinolaryngology.
   k. peripheral vascular.
   l. pulmonary.
   m. reproductive.
   n. skeletal.
4. Identify the following surgical pathologies:
   a. abnormal anatomy.
   b. disease processes.
   c. malignancies.
   d. traumatic injuries

Student scores (per student, left to right) and Average:

Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Average
30%	50%	55%	55%	80%	65%	85%	55%	30%	55%	75%	90%	55%	60%

Therefore, we propose the following changes to the Admissions Process:

- BIO 2111 and BIO 2112 (Anatomy and Physiology 1 and II, with a C+ or better taken within 5 years) will replace BIO 1111 (Cell Biology with Organ Systems) as a prerequisite for admission into the program.

- BIO 2350 (Microbiology, with a C+ or better taken within 5 years) will replace SUR 1109 (Microbiology for Surgical Techs) as a prerequisite for admission into the program.

This better aligns the Gateway program to Manchester program in terms of admissions requirements. No changes are proposed to program outcomes. Students can apply with BIO2350 and BIO2112 in-progress (with a final grade of C+ or better) and can still complete prerequisite and ST Program courses in a total of 6 semesters.

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
BIO 1111 Cell Biology with Organ Systems with C or higher	4	BIO 2111 Anatomy & Physiology I with C+ or higher	4
SUR 1109 Microbiology for Surgical Technologists	2	BIO 2350 Microbiology	4
		BIO 2112 Anatomy & Physiology II with C+ or higher	4
Total Credits Original Program	**62-64**	**Total Credits Modified Program**	**68-70**

Learning Outcomes - L.O.

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.

Upon successful completion of the program, the graduate will:

- Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care.
- Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience.
- Demonstrate safe practice in the role of Surgical Technologist.
- Display competence in technical skills and aseptic technique in the perioperative environment.
- Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist.
- Organize the intraoperative environment efficiently as a member of the surgical team.
- Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition	Gen Ed	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3

MATH 1001 or higher *MATH 1100 Quantitative Reasoning Recommended	Gen Ed	MATH 0988 /MATH 0989 (C- or higher) OR placement using multiple measures OR MATH 1010 /MATH 1011 (D- or higher) taken prior to fall 2023	3-4
ARHX Arts & Humanities Course		Varies (Generally, eligibility for ENG 1010; see catalog: https://catalog.ctstate.edu/)	3-4
BIO 2111 Anatomy & Physiology I	Gen Ed	ENG 1010 AND BIO 1210 or BIO 1111 or (BIO 1005 AND CHEM 1110); all with a "C" or higher	4
PSY 1011 General Psychology I	Gen Ed	Eligibility for ENG 1010	3
ENG 1020 Composition II and Literature OR ENG 1080 Composition II: Technical Writing and Presentations	Gen Ed	ENG 1020: ENG 1010 with C or better ENG 1080: ENG 1010 with C or better or permission of instructor	3
CCS 1001 College & Career Success	Gen Ed	Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
BIO2350 Microbiology		BIO 1005 OR BIO 1210 OR BIO 1111, AND CHEM 1110 or higher, AND ENG 1010; all with a 'C' or higher.	4
BIO 2112 Anatomy & Physiology II		BIO 2111 with a C or higher	4
CSA 1110 Introduction to Software Applications		none	3
HIMT 1000 Medical Terminology OR MDAS 1025 Medical Terminology for Clinical and Administrative Professions OR BOT 1800 Medical Terminology and Anatomy		HIMT 1000 none MDAS 1025 Eligible for ENG 1010 BOT 1800 none	3
SUR 1110 Operating Room Techniques		CSA 1110, ENG 1010, (HIMT 1000, MDAS 1025, or BOT 1800), MATH 1001 or higher all with a grade of C or higher; BIO 1100 with a grade of C+ or higher	4
SUR 1090 Operating Room Skills Seminar		CSA 1110, ENG 1010, (HIMT 1000, MDAS 1025 or BOT 1800), MATH 1001 or higher all with a grade of C or higher; BIO 1100 with a grade of C+ or higher	4
SUR 2094 Clinical Surgical Experience I		Prereq: CSA 1110, ENG 1080 Coreq: SUR 2215, PSY 1011	6

SUR 2194 Clinical Surgical Experience II		Prereq: CSA 1110, ENG 1080, PSY 1011 Coreq: SUR 2290	6
SUR 2213 Surgical Procedures I		Prerequisite: ENG 1080 Corequisite: SUR 2215, PSY 1011	3
SUR 2214 Surgical Procedures II		Prerequisite: CSA 1110, ENG 1080, PSY 1011 Corequisite: SUR 2290	3
SUR 2215 Surgical Technology Pharmacology		Prerequisite: ENG 1080 Corequisite: SUR 2213, PSY 1011	3
SUR 2290 Advanced Seminar for Surgical Technologist		Prerequisite: CSA 1110, ENG 1080, PSY 1011 Corequisite: SUR 2214	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			68-70

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

   none; additional courses already being offered

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/nursing-health

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*):   2

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://ctstate.edu/financial-aid

Request for SAA Approval for Veterans Benefits?   ☒ Yes   ☐ No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):   Surgical Technologists are integral members of the surgical team who work closely with surgeons, registered nurses, and anesthesia personnel. Surgical Technologists are also responsible for assembling and organizing all the specialized instruments, equipment and tools needed for a wide variety of surgical procedures. They are experts in sterile technique and are responsible for maintaining the sterile field during surgery.

The Surgical Technology Program at CT State Community College Gateway Campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). The program is accredited by the: Commission on Accreditation of Allied Health Education Programs (CAAHEP), www.caahep.org, 9355-113th St., N, #7709, Seminole, FL 33775. Phone: (727) 210-2350. Fax: (727) 210-2354. Email: mail@caahep.org. Accreditation Review Council on Education in Surgical Technology and Surgical Assisting: 19751 East Mainstreet, Suite #339, Parker, CO 80138, Phone: (303) 694 - 9262, Email: info@arcstsa.org

Upon successful completion of the program, students will be eligible to take the National Board of Surgical

Technology and Surgical Assisting (NBSTSA) certifying examination for Surgical Technologists. A passing score on this exam will grant the student status as a Certified Surgical Technologist, employable in all 50 states.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

  25-1071 Health Specialties Teachers, Postsecondary $100,300

  29-2055 Surgical Technologists $56,350

  29-9093 Surgical Assistants $56,350

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?   see above; from https://www.bls.gov/ooh/healthcare/surgical-technologists.htm and https://www.bls.gov/oes/current/oes251071.htm

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):   6221

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):   Paula Dowd, pdowd@commnet.edu, (860) 612-7054

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?

Admissions Requirements

What are the admissions requirements for the program?

- Application deadline: Application open June 1-October 1
- Must attend campus-specific Surgical Technology information session within one year prior to the application deadline
- Course Requirements:
  - English Composition with final grade of C or greater
  - Medical Terminology with final grade of C or greater
  - College and Career Success
  - Quantitative Literacy or higher course with final grade of C or greater
  - Anatomy & Physiology I and II with final grade of C+ or greater taken within 5 years of application
  - Microbiology with final grade of C+ or greater taken within 5 years of application
- Minimum 2.5 GPA in all Surgical Tech admission coursework and including any of the following general education courses if completed: art and humanities elective, Composition II and Literature -or- Advanced Composition -or- Technical Writing, General Psychology and Introduction to Software Applications

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No

If yes, describe: SUR 2290 Advanced Seminar for Surgical Technologist

Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No

If yes, describe and attach copies of the contracts or other documents ensuring program support: SUR 2094 Clinical Surgical Experience I and SUR 2194 Clinical Surgical Experience II

Prospective Students

Describe the prospective students for the program: The program is designed for those wishing to pursue entry level positions as Surgical Technologists, who serve as integral members of the surgical team working closely with surgeons, registered nurses, and anesthesia personnel.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION
RESOLUTION

Concerning

Approval of Nominations for Honorary Degrees
March 21, 2024

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2024 Commencements

Institution	Nominee
Charter Oak State College	Cynthia Pugliese
CT State Community College - Housatonic	Joan Trefz
Eastern Connecticut State University	Jeffrey Benedict
Southern Connecticut State University	Robin Karanek

A True Copy:

_____
Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Approval of Nominations for Honorary Degrees

BACKGROUND
Honorary Degrees are conferred by the Chair of the Board of Regents or their designated Regent at commencements. Identification of recipients is under the supervision of the institution presidents and campus CEOs, with the recommendation of the CSCU Chancellor and approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE
The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION
The Academic and Student Affairs Committee recommends moving these forward to the Board of Regents for approval. Nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

03/8/2024 – BOR Academic & Student Affairs Committee
03/21/2023 – Board of Regents

CharterOak
S T A T E   C O L L E G E
A Higher Degree of **Online** Learning

January 23, 2023

President Terrence Cheng
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

I write to submit a nominee for the 2024 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee has decided to offer our honorary doctorate to **Cynthia Pugliese**.

Ms. Pugliese is a Healthcare Executive at Hartford HealthCare with broad and deep experience in Healthcare Delivery and specializations in Revenue Cycle Services and Health Information Management. She has led cross-functional teams to develop and implement large-scale complex initiatives leveraging technology that redesigns operations and reduces costs while complying with regulations. This required that she leverage knowledge of clinical process and her background in quality improvement to provide problem-solving perspectives and the ability to conduct complex critical analysis. Her collaborative leadership style effectively engaged diverse groups to work together to achieve business results.

And it is her search to achieve business results that led her to Charter Oak. Cynthia was struggling to find the talent she needed to fill health information management roles at Hartford HealthCare, and this was a problem that could not be solved internally. This need is what connected her to Charter Oak State College. She identified the need in Connecticut for a Bachelor of Science in Health Information Management because, at the time, this degree did not exist in the state or anywhere in New England. Together, we created the learning outcomes for a degree in Health Information Management that combined healthcare requirements with information technology innovations. The degree was built to produce the professionals that Hartford HealthCare and all the state's hospitals sought.

But Cynthia did not just help design the program, she worked with our team to create the required internship components and offered her workplace to those student interns. She gave us feedback on how those students were doing and how well we were achieving our learning outcomes. And once our students began to graduate, she hired them.

This partnership exemplifies how higher education and industry must collaborate to produce the next generation workforce. Cynthia not only understood that her company needed to find programs that produced the workforce she needed, but she also understood that she had a responsibility to help create those programs.

And she did this again as part of our CareerConnect program. In August of 2022, the College received a grant of $1.375M from the Governor's Office of Workforce Strategy for our CareerConnect program that planned to educate up to 150 students in three eight-week programs that lead directly to employment at Hartford HealthCare. Our Partners in this grant include Hartford HealthCare, Capital Workforce Partners, and Girls for Technology.

Cynthia helped us identify the Revenue Cycle as both a place where industry needed talent and a skill set that could be created relatively quickly. Again, she assisted us in identifying the necessary learning outcomes, and, as one of our Partners, has agreed to interview our graduates with the intention to hire many of them.

These two examples of her willingness to collaborate with an organization outside her own corporation to grow the talent pipeline for Hartford HealthCare and her entire industry is why we offer her as our candidate for the Charter Oak Honorary Doctorate.

Some of her accomplishments include the following:

- Redesigned revenue cycle organization to scale for seven acute care hospitals, large medical practice, two behavioral health centers and home health services.
- Implemented EHR/Billing System Platform to standardize operations and leverage economies of scale across entity.
- Led Operations Improvement Project recognizing one-time cash of $2.0m and recurring cash of $60m.
- Led implementation of ICD10 for standard Payer Claim Submission Process delivering program under $6m budget.

Her educational background includes a Masters in Organization & Managerial Communication from Central Connecticut State University. And she offers her time and talent to a variety of non-profit organizations.

St. Vincent Medical Center Regional Board Member	2020-2022
United Way Women Unite	
Red, White and Chocolate Planning Committee	2019 -2020
HealthCare Finance and Management Association	2022 –
Revenue Cycle Executive Council	
Hartford HealthCare Medical Mission volunteer	2023

Ms. Pugliese's collaboration with Charter Oak has improved the workforce at Hartford HealthCare and assisted in building academic programs that will offer learners new pathways into healthcare employment across the state. The best workforce program offered in higher education are built using this partnership model.

The Charter Oak Honorary Doctorate Committee recommends, after reviewing **Cynthia Pugliese's** accomplishments, leadership, commitment to higher education, that she receive the 2024 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 13, 2024 graduation.

Sincerely yours,

Ed Klonoski, President
Charter Oak State College

Enc: Pugliese resume

CT STATE
COMMUNITY COLLEGE
HOUSATONIC

February 15, 2024

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate the following individuals to receive an Honorary Associate Science Degree at CT State Housatonic 57th Commencement ceremony on May 23, 2024. This individual has been instrumental in strengthening our region and is community champion and advocate for Housatonic.

Joan Trefz, The Ernest Trefz and Joan Trefz Foundation

The Ernest Trefz & Joan Trefz Foundation has been committed to supporting Housatonic students for 20+ years through grant support totaling just under half a million dollars. Over the years, they have supported students primarily through scholarships. In 2021, they more than doubled their giving level as a launch donor for the Equity Project and have continued to annually fund at this higher level.

The Trefz Foundation cares deeply about the Bridgeport community and education. The late Ernest Trefz was CEO of Trefz Corp., which has been taken over by their two sons. They own more than 40 McDonald's locations and other properties throughout the region, including its headquarters building at 10 Middle St. in downtown Bridgeport.

Joan is an ardent supporter of people in need particularly in the areas of higher education and healthcare.

I believe Joan Trefz is exceptionally qualified to receive an honorary degree from CT State Housatonic; a distinction reserved for those making extraordinary contributions to enhance our college and community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

Manuel Gomez, Ph.D.

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

February 16, 2024

Chancellor Terrance Cheng
Connecticut State Colleges and Universities
Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

Eastern Connecticut State University wishes to award an honorary doctorate to Mr. Jeffrey Benedict. Mr. Benedict is an American author, a special features writer for Sports Illustrated, and a television and film producer. He has written for the *New York Times* and the *Los Angeles Times*, and his stories have been the basis for segments on 60 Minutes, 20/20, CBS Sunday Morning, CBS Evening News, the NFL Network, HBO Real Sports, Good Morning America, 48 Hours and the Discovery Channel.

Mr. Benedict is a #1 *New York Times* best-selling author of 17 nonfiction books and more than 100 published stories and essays. In 2023, Benedict's book, "Poisoned," was the basis of a Netflix documentary that Benedict wrote and co-produced.

His book, *The Dynasty* has now been turned into a 10-part docuseries for Apple+. Executive produced by Benedict, Brian Grazer and Ron Howard, the series premiered on Feb. 16, 2024. Benedict spent five years inside the New England Patriots organization, where he was given broad access. In the story, which tells the 20-year saga of Robert Kraft, Bill Belichick and Tom Brady, Benedict documents the Patriot's historic journey of success.

Eastern seeks approval from the Board of Regents to award Mr. Jeffrey Benedict an Honorary Doctorate of Humane Letters at its 2023 Commencement.

Sincerely,

Elsa M. Núñez
President

c: Aynsley Diamond, Vice President for Academic Affairs, CSCU

Dear Chancellor Cheng,

I am very pleased to nominate Ms. Robin Kanarek as the recipient of an honorary doctorate of humane letters from Southern Connecticut State University.

Ms. Kanarek has demonstrated significant contributions to society in the form of philanthropy and public service to further the cause of palliative and other health-related issues, and as such, she is an exemplary candidate for this honor.
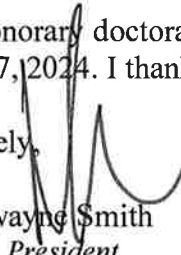
A nurse by profession, Ms. Kanarek is the President of the Kanarek Family Foundation, a non-profit organization founded with her husband, Joseph, in 2006. The foundation's mission is to improve the quality of life for those affected by cancer and other life-threatening conditions through the promotion, education, and integration of palliative care into all aspects of health care.

Through innovative and collaborative projects at Memorial Sloan Kettering Cancer Center in New York City, and several university-based schools of nursing, spirituality and health, the Kanarek Family Foundation focuses on educating the public and healthcare professionals to the many benefits of early integration of palliative care. Ms. Kanarek has recently toured Southern's new home for our College of Health and Human Services and expressed interest in engaging with several programs that mirror her foundation's mission.

Ms. Kanarek has given much of herself to society in an effort to help others. She serves on the Board of Trustees of Connecticut Hospice in Branford, and the Kanarek Family Foundation has recently funded the development of a Pediatric Palliative Care Coalition in the state. She has also published her first book: Living Well with a Serious Illness: A Guide to Palliative Care for Mind, Body, and Spirit, honoring the life of her son, David, who died in 2000 at age 15 following a five-year battle with leukemia.

The honorary doctorate would be awarded at Southern's undergraduate commencement ceremony on May 17, 2024. I thank you for your consideration of this request.

Sincerely,

Dr, Dwayne Smith
Interim President