CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, May 10, 2024 @ 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at:
https://youtube.com/live/ubO8ZXOniOA?feature=share

1. Call to Order: Declare Quorum

2. Approval of Minutes
    a. April 10, 2024 – *Page 1*

3. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost
    a. Academic Updates
    b. Modification – Music – MS to MM – *Page 9*   **Vote Needed**

4. Southern Connecticut State University – Dr. Robert Prezant, Provost
    a. Academic Updates
    b. New Programs
        i. Coastal Resilience – MS – *Page 30*   **Vote Needed**
        ii. Doctorate in Business Administration – *Page 44*   **Vote Needed**

5. Charter Oak State College – Dr. David Ferreira, Provost
    a. Academic Updates
    b. No Action Items for May 2024

6. CT State Community College – Dr. Levy Brown, Provost
    a. Academic Updates
    b. New Programs
        i. Plastic Injection Molding Technology – AS – *Page 69*   **Vote Needed**
        ii. Plastic Injection Molding Technology – Certificate Three – *Page 86*   **Vote Needed**
        iii. Professional Writing – Certificate Two– *Page 98*   **Vote Needed**
    c. Discontinuation
        i. New Media Production: Web Design & Development – AS and New
           Media Production: Web Design & Development – Certificate– *Page 114*   **Vote Needed**
    d. Below Threshold   **Information Only**
        i. Radiography – AS – Modification of Credits– *Page 119*

7. Central Connecticut State University – Dr. Kimberly Kostelis, Provost
    a. Academic Updates
    b. New Program
        i. Social Work – MSW– *Page 127*   **Vote Needed**
    c. Modification
        i. Computer Science – BA – Name Change – *Page 143*   **Vote Needed**
    d. Endowed Chair Appointment
        i. Recommendation to Appoint Aimee Crawford to the Robert C. Vance
           Endowed Chair in Journalism and Mass Communication – *Page 152*   **Vote Needed**
    e. Below Threshold   **Information Only**
        i. Business Analytics – BS to MBA – Accelerated New Track – *Page 163*

c. CT State Community College – *Page 384*

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.

BOR ACADEMIC & STUDENT AFFAIRS
COMMITTEE MEETING AGENDA
Friday, April 5th, 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: Aynsley Diamond, Pamela Heleen, Kaylah Davis

Other Attendees: Kelly Bordner (SCSU), Michelle Brown (WCSU), David Burns (WCSU), Daniel Coffman (WCSU), David Ferreira (COSC), Stephen Ferruci (ECSU), Mark Groskreutz (SCSU), Stephen Hegedus (WCSU), Maureen Hogan (COSC), Elliot Hortch (SCSU), Rachel Jeffrey (SCSU), Bruce Kalk (SCSU), James Mulrooney (CCSU), Brooke Palkie (COSC), Robert Prezant (SCSU), William Salka (ECSU), Kari Sassu (SCSU)

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

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

2. <u>Approval of Minutes</u> – March 8, 2024
Committee Chair Ira Bloom asked for a motion to approve the March 8th, 2024 minutes. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

3. <u>Eastern Connecticut State University Report – Dr. William Salka, Provost</u>
   a. Academic Updates
      Provost William Salka provided an academic update. ECSU is finalizing the academic program planning process and anticipates significant changes in several departments to streamline and ensure program relevancy. The new nursing program received licensure and has over 500 applicants; additionally, the simulation laboratory construction at Windham Hospital is underway.
      Committee Chair Ira Bloom inquired about the number of students to be admitted into the Nursing program. Provost Salka advised that their goal is 60 students but anticipate that goal will be exceeded.
   b. Modification
      i. English – BA – Modification
         Eastern Connecticut State University requested approval for the modification of the Bachelor of Arts program in English. Dr. Stephen Ferruci advised that this modification is to streamline the major and reduce need for part time faculty, which in turn, has financial benefits.. The addition of three writing courses will hone writing skills for varying audiences and genres, as students will be reading, analyzing, and synthesizing works from child literature to film. The new liberal arts core includes career development courses

which will provide skills and tools to prepare students for the job market.

Regent Juanita James inquired about how achievements of the program will be monitored and when is a reasonable time to determine if the program objectives were met from a student perspective. Dr. Ferruci advised that they currently have an assessment process that includes a student survey as they begin their entry level courses and an exit interview at the end of the program. Students also construct a portfolio that includes a reflective essay where they detail their process and development as a writer. A committee reviews these, establishes a report, and revises the program to meet the needs identified. The outcomes of the requested modification would be seen in about four years upon student completion of the program. Regent Juanita James suggested that alumni speak with current students and added the appreciation of the major and placing value on the humanities. Dr. Ferruci agreed on the need to be more systemic in alumni connections and making this a central component.

Committee Chair Ira Bloom inquired if there is a required writing course within the general education component. Dr. Ferruci advised that they offer English 100, as well as English 100+, which includes a lab for less prepared students and tutors in the class, they also have a writing center on campus. Faculty can adjust to meet student needs. The new core also includes three courses dedicated to writing, developing, and improving student skills.

Regent James McCarthy asked if there are a range of courses are offered in the liberal arts core for non-majors. Dr. Ferruci advised that the department has a large presence in the core, and students often take literature and writing courses, adding that a creative writing course has been developed for non-majors.

Regent James McCarthy inquired if the English department coordinates with other departments for students to take the subject as a minor. Dr. Ferruci confirmed that the department has connections with other majors, such as, History, Social Sciences, Film, and Psychology. English and Writing are offered as a minor option for interested students.

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.

4. <u>Southern Connecticut State University Report – Dr. Robert Prezant, Provost</u>
   a. Academic Updates
   Provost Robert Prezant provided an academic update. SCSU has two searches underway for a Dean of Education and Dean of the Graduate School. They are also moving forward with their finalized strategic plan. The recent SCSU Day of Caring raised over $900,000, with about 1,900 separate gifts, much of which, will go towards supporting students.
   b. Modifications
       i. Applied Behavior Analysis – MS – Modification of Instructional Delivery
      ii. Applied Behavior Analysis – Sixth Year Certificate – Modification of Instructional Delivery
   Southern Connecticut State University requested approval for the modifications of two programs, a Master of Science and Sixth Year Certificate in Applied Behavior Analysis. Dr. Mark Groskreutz and Dr. Kari Sassu shared that the modification is to instructional delivery, moving from an on-ground modality to hybrid. This change stems from student need and request for flexibility as many students work and find it difficult to come to campus multiple times per week.
   Regent Juanita James added that she is happy to see the progression with the strategic plan, and the recognition of meeting the needs of students today.
   Regent James McCarthy also provided kudos, adding that flexible and online master's degree programs are attractive to students.
   Committee Chair Ira Bloom asked for a motion to approve the two modifications. On

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

c. New Program
   i. Behavioral Neuroscience – BS
      Southern Connecticut State University requested approval for a new Bachelor of Science program in Behavioral Neuroscience. Dr. Bruce Kalk, Dr. Kelley Bordner, and Dr. Rachel Jeffrey shared that this program is the first of its kind and includes the merging of discipline areas to come together and provide opportunities for students. Students have expressed interest in the intersection of biology and psychology, two majors that already have a large pool of students. Without the Behavioral Neuroscience program, there is a loss of students interested in this intersection, as they are moving to Quinnipiac University. In offering the program, SCSU will be able to retain the interested students. At SCSU Dr. Bordner and Dr. Jeffrey have collaborated on the creation of this major for the last five to six years. During the previous hiring cycles, they have brought on faculty with knowledge in this area.
      Regent Juanita James added her excitement and kudos for this new program.
      Committee Chair Ira Bloom inquired on the enrollment in the majors of Psychology and Biology, and if the program is in alignment with the campus mitigation plan. It was confirmed that there are about 750 students in both programs, which is about 9% of the overall student body. With this new program, they will be able to retain students in the majors that have interest in the intersection. Additionally, the new program is consistent with the campus mitigation plan.
      Committee Chair Ira Bloom asked for a motion to approve the two modifications. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the modifications were approved unanimously.

d. **Below Threshold**
   i. Astronomy – Undergraduate Minor – New Minor
   ii. Healthcare Studies – BS – Program Modification
   iii. Psychology – Pathway to Applied Behavioral Analysis – MS – New Option within an Approved Program
      Dr. Elliot Hortch commented regarding the new undergraduate minor in Astronomy. The minor is a joint effort of Earth Science and Physics departments. With the upcoming solar eclipse, there is generation of interest, and the department will be distributing glasses on campus, as well as streaming the solar event.

5. <u>Western Connecticut State University Report – Dr. Stephen Hegedus, Interim Provost</u>
   a. Academic Updates
      Interim Provost Stephen Hegedus provided an academic update. WCSU's strategic planning process is in place and is anticipated to be complete by June. The general education framework has been developed and is going through multiple levels of review. They are also developing an institutional effect framework, which includes a data informed assessment of instructional and non-instructional units. Their acceptance rate has increased from this time last year and have also increased in deposits. They are celebrating Accepted Students Day this coming weekend.
   b. New Program
      i. Artificial Intelligence – MS
         Western Connecticut State University requested approval for the approval of a new Master of Science program in Artificial Intelligence. This program is a collaborative effort of the math and computer science departments, and highlights faculty expertise. AI is a large field, and this program proposes a core foundation with focused specialty areas. They are looking into future possibilities for 4+1 pathways to aid in student retention. Dr. Michelle Brown, Dr. Daniel Coffman, and Dr. David Burns elaborated that the MS in AI provides

students with broad and deep knowledge. Faculty are experts in this arena, including adjunct faculty who have experiential knowledge and applicability of AI. WCSU also is in the middle of a high interest growth center for AI, as it is close to New York, New Jersey, and New Hampshire. This program would be beneficial as it fills a need in these local and diverse growth areas in the tri state regional economy. In addition to meeting regional needs, the program aims to recruit international students, which is in alignment with the presidential initiative. This program is anticipated to be appealing to international students, as it can be completed within two semesters. There are already existing pipelines from ABET accredited computer science programs within WCSU, as well as across the system, the mathematics program, and other STEM majors.. The MS In AI pre-requisite courses were tailored to include many mathematics and computer science courses that students would complete as electives in their undergraduate coursework, so many students in the graduate program would already satisfy this requirement. Dr. Burns shared that computer science and mathematics began in tandem, but over time diverged, however, machine learning and AI have been an opportunity to bring these two fields back together. Regent James McCarthy added his excitement to see this unfold.

Chair Ira Bloom commented regarding the rapidly changing field of AI and asked if this program is designed to shift as changes occur. Dr. Coffman confirmed that the faculty are up to date, and that the students and local partners are also participants in the everchanging field.

Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the new program was approved unanimously.

6. Charter Oak State College Report – Dr. David Ferreira, Provost
   a. Academic Updates
   Provost Ferreira provided an academic update. Charter Oak through their AI advisory board is establishing an AI governance process which will provide guidelines on academic integrity, faculty, and staff training, and assessing AI tools from vendors. Charter Oak is in Senate Bill 2 regarding AI regulations and the formation of online AI Citizens Academy which Charter Oak will convene. They are in conversation with Google, as well as JFF regarding AI implementation and AI skills and tools in the workforce. COSC has an AI general education requirement, specifically in AI literacy. Former Regent Holly Howery is the lead faculty member and will share with other faculty members information on the initial results regarding teaching AI literacy to students. Charter Oak has also been working on academic program planning, which was officially launched in August of 2023. They went through multiple iterations, and the final academic program plan was unanimously approved through the faculty governance process. This plan encompasses four buckets, the first being discontinued programs with low enrollment or lack of need, second is modifications to programs, third is programs to monitor as they may be new or have future partnership opportunities, and fourth are growth opportunities.

   b. Discontinuation of BS – American Sign Language
   Charter Oak State College requested approval for the discontinuation of the Bachelor of Science program in American Sign Language. The program began about two years ago with an anticipated pipeline from CT State Northwestern; however, it struggles with enrollment and would require 14 course developments to modify.
   Committee Chair Ira Bloom asked for a motion to approve the discontinuation. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the discontinuation was approved unanimously.

   c. Discontinuation of Associate of Arts in General Studies and Discontinuation of

Bachelor of Arts in General Studies

Charter Oak State College requested approval for the discontinuation of the Associate of Arts and Bachelor of Arts programs in General Studies. The offerings of the Associate of Arts and Science in General Studies have only one difference, the liberal arts requirement. The one student in the AA program and two in the BA program, can be taught out in the AS and BS programs.

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

d. Discontinuation of BS and BA – General Studies Concentrations

Charter Oak requested approval for the discontinuation of the General Studies concentrations within the Bachelor of Science and Bachelor of Arts programs. There are several concentrations in the General Studies area that have nearly no enrollment but require human resources to maintain. With this discontinuation, two concentrations within the BS in General Studies will remain, Individualized Studies and Judaic Studies, which is highly enrolled through partnership with Mo'ehr. Provost Ferreira confirmed the accuracy as set forth by the resolution for the discontinuations of selected General Studies concentrations within the BS and BA programs.

Committee Chair Ira Bloom asked for a motion to approve the discontinuations as set forth in the resolution. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the discontinuations were approved unanimously.

e. Discontinuations of Three (3) Certificates

Charter Oak State College requested approval for the discontinuation of three certificate programs. The Connecticut Director Credential programs at the Initial, Master, and Standard levels over time have become outdated. Charter Oak State College and the Office of Early Childhood (OEC) have jointly agreed to discontinue this credential.

Regent Juanita James inquired about other early childhood education programs offerings. Provost Ferreira advised that through collaboration with the OEC, they recently put forward a child development certificate, which is funded by the OEC and at a level one stackable credential pathway. Charter Oak is also in collaboration with the OEC to develop teacher certification programs in the near future.

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

f. Discontinuations of Five (5) Undergraduate Certificates

g. Discontinuation of Cyber Security Fundamentals – Undergraduate Certificate

Charter Oak State College requested approval for the discontinuations of five undergraduate certificates, 6.f., and the discontinuation of the undergraduate Cyber Security Fundamentals certificate, 6.g. The certificates do not lead to any industry recognized credentials, and as a result are low enrolled. Other stackable and industry recognized credential programs have been brought forward in the below threshold items.

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

h. Discontinuations of Two (2) Undergraduate Certificates

Charter Oak State College requested approval for the discontinuation of two undergraduate certificates. The two long term care undergraduate certificate programs have not had any enrollment in the last five years and lead to no industry recognized

credentials.

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

i. Discontinuations of Two (2) Undergraduate Public Safety Certificates
Charter Oak State College requested approval for the discontinuation of two undergraduate Public Safety Certificates. The two undergraduate public safety certificates have no enrollment and do not lead to any industry recognized credentials.

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

j. Discontinuations of Two (2) Graduate Certificates
k. Discontinuation of Nonprofit Leadership – Graduate Certificate
Charter Oak State College requested approval for the discontinuations of two graduate certificates, 6.j., and the discontinuation of the graduate certificate in Nonprofit Leadership, 6.k. These were intended for students that were not planning to enter a master's degree program and have not led to much enrollment. At the time that this program was created, Charter Oak did not have a non-credit division. With the non-credit division now available, Charter Oak can offer options in this area that provide short term workforce training programs at a price that meets market demands.

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

l. Modification of a Program and Discontinuation of Program Concentrations
m. Modification of Two Programs
Charter Oak State College requested approval for the modification of a program and discontinuation of program concentrations, 6.l., and the modifications of two programs, 6.m. They are developing a business core and in each area will have courses specific to that major. The modification also is intended to make necessary changes to align with the accrediting agency. There were previously two concentrations in the program, but now have a separate major.
Regent Bloom inquired about any potential competition between the Business Administration program and two new majors. Provost Ferreira confirmed that enrollment has grown in the area, and concentrations are harder to find on webpages.

Committee Chair Ira Bloom asked for a motion to approve the modification of a program and discontinuation of program concentrations, and the modification of two programs. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the modifications and discontinuations were approved unanimously.

n. Reinstatement of the Undergraduate Certificate – Speech and Language Pathology Assistant Studies
Charter Oak State College requested approval for the reinstatement of the undergraduate certificate in Speech and Language Pathology Assistant Studies (SPLS). Dr. Hogan and Provost Ferreira shared that this program was previously suspended, as it was in partnership with CREC that was developed years ago. According to the previously developed contract, Charter Oak did not own the intellectual property for the program and required them to maintain the cost. The contract with CREC was discontinued, and this

program has been revamped. The program now is specifically geared towards SPLS's in Connecticut schools. Charter Oak has had conversations with Southern and hopes to coordinate with other institutions as well, as SLPA's are often interested in continuing after the completing this certificate.

Regent Juanita James inquired about what was learned from the previous contract. Provost Ferreira advised that though it was before his time, this is an example on how they can partner with other institutions to provide students a pipeline within the system.

Committee Chair Ira Bloom inquired about the contract process, and if these agreements are reviewed by the legal department at the system office. Provost Ferreira advised that he cannot speak to this specific one, as it was before his time, but typically, there is coordination with system office legal review, as well as coordination with the state attorney general's office.

Committee Chair Ira Bloom asked for a motion to approve the reinstatement. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the reinstatement was approved unanimously.

o. **Below Threshold**
   i. Cyber Security – BS – Modification
   ii. Fundamentals of Cyber Security – Certificate 1 – New Certificate
   iii. Health Care Administration – BS – Modification
   iv. Health Care Administration – MS – Modification
   v. Health Information Management – BS– Modification
   vi. IT Support Professional – Certificate 1 – New Certificate
   vii. Organizational Leadership – MS – Modification

   Provost Ferreira commented regarding the new fast track options for both part- and full-time students, which will accelerate their time to a master's program. Charter Oak previously only allowed 6 credits towards a graduate degree in an undergraduate program. This has been changed through their governance process, and now allows for this fast-track development. These students can fit courses within their major, and at a lower undergraduate cost. Dr. Brooke Palkie shared through the academic planning, they were able to connect with stakeholders to determine retention strategies and assist students in reaching their goals. This is also NECHE approved. There is the hope that this fast-track approach increases enrollment in graduate health programs.

   Regent Richard Porth commented that the items discussed today show the time, care, and effort put into making academic changes.

   Regent Juanita James echoed Regent Porth's comments. Adding that it is important for the Regents to understand what is happening, so that they can be better advocates and provide support.

7. <u>Central Connecticut State University Report – Dr. Kimberly Kostelis, Provost</u>
   a. Academic Updates

   Dr. James Mulrooney served as proxy for Provost Kimberly Kostelis and provided an academic update. CCSU has revised their general education curriculum to be more student friendly and more flexible. The revision now includes a required upper level 'writing in the discipline' course. They are also in a search for the Dean of the new College of Health and Rehabilitation. Related to the new college, students and faculty recently provided health screening services at the on-campus community clinic. They are also working to restructure transfer operations from CT State to CCSU.

   Regent Juanita James shared that she is happy to see collaboration regarding transfer students as long-term sustainable solutions and creating important pipelines for the economic health of

Connecticut.

Committee Chair Ira Bloom commended the writing courses and requirement, stating that it is an excellent approach. He added that the ability to write in the workforce is a skill, and this an important addition to the curriculum.

b. **Below Threshold**
   i. Theatre with Specialization in Performance – BFA – Modification
   ii. Systems Engineering – Graduate Certificate – New Certificate
   iii. Systems Engineering – Minor – New Degree Minor

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the motion to adjourn was approved unanimously at 11:30 a.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Master of Music
Western Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Music(CIP Code: 13.1312/ OHE# 183), specifically a significant modification of courses/course substitutions, a change in modality, and a change in degree title at Western Connecticut State University.

A True Copy:

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

ITEM

Modification to a program – MS in Music, specifically a significant modification of courses/course substitutions, a change in modality, and a change in degree title at Western Connecticut State University.

JUSTIFICATION/PROPOSED CHANGE

The M.S. in Music Education degree program at WCSU was established in 1976, and over the past approximately 27 years, it has seen 237 students successfully graduate. Many of these graduates have gone on to teach in Connecticut and across the Northeast, significantly enhancing the music education of numerous students. Despite the program's track record of success, Western acknowledged the need for improvements to ensure its continued relevance and attractiveness to prospective graduate students in music.

The current degree structure poses challenges for working professionals employed in schools within the region. Many potential students find it difficult to attend in-person classes at WCSU due to commuting constraints. Furthermore, the program's singular concentration limits the scope of study and interest for prospective students. The proposed transition to the WCSU M.M. degree seeks to address these issues by enhancing the program's marketability through high-quality content and diversified course delivery methods. WCSU plans to leverage virtual/remote instruction, both synchronous and asynchronous, where maintaining content quality and learning objectives is feasible. Approximately 75% of courses in the proposed program will be offered through virtual/remote instruction. Both concentrations will require enrollment in part-time remote courses during the Fall and Spring terms, with on-campus/in-person courses being offered during the summer term(s).

The transition from an M.S. to an M.M. degree will also enhance the program's appeal among performing musicians, as the M.M. degree is widely preferred by professional musicians seeking advanced degrees. While both concentrations cater to public school music teachers, the Jazz Pedagogy option extends its availability to all musicians holding a Bachelor's degree who successfully complete the application process and audition for the program. The program's proximity to the New York metropolitan area, which boasts a significant population of professional jazz musicians, is expected to bolster enrollment in this particular concentration.

Both concentrations will share a curriculum designed to optimize student enrollment. The implementation of the new M.M. degree program will not necessitate additional faculty, as existing materials and facilities will be utilized to their fullest extent.

Proposed modifications to the program are as follows:
- The program will transition from offering a Master of Science (M.S.) degree to conferring a Master of Music (M.M.) degree.
- The program will now feature two concentrations: Music Education and Jazz Pedagogy.
- There will be a shift from exclusively in-person/on-campus classes to a model where 75% of courses are offered online, with the remaining 25% provided in-person/on-campus.
- While maintaining the 30-credit requirement, the program will introduce ten new courses to support the revised degree structure. Among these, four courses are entirely new, two are newly designated special topics courses, two will involve ensemble participation, and two

will be reconfigured versions of existing courses. The development of these new courses will have minimal financial impact.

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.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

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

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: **11/20/2023** Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: 2013, Reaccreditation, site visit Fall 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)

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

  Change of Degree Title or Program Title

  X Other (please specify)   Change of Degree from M.S. to M.M.

Total Number of courses and course credits to be modified by this application: 10 courses/21 Credits

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:
  ● If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
  ● If only modifying modality, use form 202 *Application to Modify Instructional Modality*
  ● If only modifying program name, use form 203 *Application for Name Change*
  ● If only modifying CIP code, use form 204 *Application to Change CIP Code*

Original Program Characteristics

Name of Program: Master of Science in Music Education

OHE #: **183**

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

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

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

Date Program was Initiated: 1/1/1976

Total # Credits in Program: 30

Credits in General Education: NA

CIP Code Number: *13.1312*   Title of CIP Code: Music Teacher Education

Modified Program Characteristics

Name of Program: Master of Music

Modality of Program (*check all that apply*): ☐On ground   ☐ Online   x Hybrid, % of fully online courses 75%

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

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

Initiation Date for Modified Program: 8/28/2024

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 30

Credits in General Education: NA

CIP Code Number: 50.0912   Title of CIP Code: Music Pedagogy

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

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

Department where program is housed: Music Location Offering the Program *(e.g., main campus)*:   Westside Campus
If modification of the 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: National Association of Schools of Music; this new program would necessitate a review during AY 24-25 ● If program prepares graduates eligibility to state/professional licensure, 　o identify credential: Both options of this program enable graduates to acquire a "Professional Educator Certificate (CT)" or a "Professional Certificate (NY)" if they are currently employed by a public school in Connecticut or New York and hold either a "provisional certificate (CT)" or an "initial certificate (NY)." Graduate students who do not possess teaching licensure for Connecticut or New York schools will not be eligible to obtain initial certification through this program. Additionally, the Jazz Pedagogy option is open to musicians who do not hold a professional teaching certificate. 　o confirm NC-SARA requirements met: x 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. Jeremy Wiggins	Title: Assistant Professor of Music	Tel.: 203-837-8354	e-mail: wigginsj@wcsu.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: ● The program will transition from offering a Master of Science (M.S.) degree to conferring a Master of Music (M.M.) degree. ● The program will now feature two concentrations: Music Education and Jazz Pedagogy. ● There will be a shift from exclusively in-person/on-campus classes to a model where 75% of courses are offered online, with the remaining 25% provided in-person/on-campus. ● While maintaining the 30-credit requirement, the program will introduce ten new courses to support the revised degree structure. Among these, four courses are entirely new, two are newly designated special topics courses, two will involve ensemble participation, and two will be reconfigured versions of existing courses. The development of these new courses will have minimal financial impact.
Background and Rationale Provide the context and need for the proposed modification(s) and the relationship to the originally approved program: The M.S. in Music Education degree program at WCSU was established in 1976, and over the past approximately 27 years, it has seen 237 students successfully graduate. Many of these graduates have gone on to teach in Connecticut and across the Northeast, significantly enhancing the music education of numerous students. Despite the program's track record of success, we acknowledge the need for improvements to ensure its continued relevance and attractiveness to prospective graduate students in music.

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

The current degree structure poses challenges for working professionals employed in schools within the region. Many potential students find it difficult to attend in-person classes at WCSU due to commuting constraints. Furthermore, the program's singular concentration limits the scope of study and interest for prospective students.

The proposed transition to the WCSU M.M. degree seeks to address these issues by enhancing the program's marketability through high-quality content and diversified course delivery methods. We plan to leverage virtual/remote instruction, both synchronous and asynchronous, for courses where maintaining content quality and learning objectives is feasible. Approximately 75% of courses in the proposed program will be offered through virtual/remote instruction. Both concentrations will require enrollment in part-time remote courses during the Fall and Spring terms, with on-campus/in-person courses being offered during the summer term(s). This new structure aims to alleviate commuting challenges for prospective students and broaden accessibility for individuals residing outside the immediate WCSU vicinity.

The transition from an M.S. to an M.M. degree will also enhance the program's appeal among performing musicians, as the M.M. degree is widely preferred by professional musicians seeking advanced degrees. While both concentrations cater to public school music teachers, the Jazz Pedagogy option extends its availability to all musicians holding a Bachelor's degree who successfully complete the application process and audition for the program. The program's proximity to the New York metropolitan area, which boasts a significant population of professional jazz musicians, is expected to bolster enrollment in this particular concentration.

Both concentrations will share a curriculum designed to optimize student enrollment. The implementation of the new M.M. degree program will not necessitate additional faculty, as existing materials and facilities will be utilized to their fullest extent.

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.)*

  All public-school music teachers in Connecticut and New York are mandated to obtain a master's degree in their field to maintain certification and employment. This demographic constitutes the primary target audience for this degree program. The emergence of the Covid-19 pandemic led to numerous retirements and career shifts among experienced teachers, resulting in an influx of new educators. All of these individuals are required to acquire the specific master's degree mentioned above to continue their employment. The M.M. degree offers two options: Music Education or Jazz Pedagogy, both of which are designed to better cater to the needs of current music educators. The program structure includes online courses during the fall and spring semesters, supplemented by in-person courses during the summer, facilitating wider access to prospective students beyond the immediate geographical vicinity of WCSU. Both degree options are suitable for existing music educators, with the inclusion of the M.M. in jazz pedagogy further enhancing the program's inclusivity by accommodating musicians who are not public-school educators.

  An Education Report compiled for each option utilized JobsEQ to gather employment data and statistics. The reports encompassed a geographical region encompassing New York City, the Hudson River Valley, the entirety of Connecticut, and the Boston metropolitan area along with its surrounding suburbs. Within this region, there are 234,528 linked occupations associated with music education, with 93.7% of these being elementary and secondary school teachers. Public-sector educators in Connecticut and New York are required to commence their master's degree within five years of commencing teaching. For jazz pedagogy, there are 19,559 linked occupations within the specified area. The 7-year

forecast indicates a slight increase in demand (.1%). The majority of these occupations (55.7%) are within colleges, universities, professional schools, and religious organizations, all of which typically require a master's degree for teaching positions. Both degrees are suitable for public-school music educators.

- 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?

    WCSU has established a strong reputation for its outstanding jazz studies and music education programs. All faculty required to support both degree options are currently employed at WCSU, ensuring continuity and expertise within the program. Additionally, the program will leverage the exceptional facilities provided by the WCSU Visual and Performing Arts Center, widely regarded as the premier facility of its kind in the region.

- 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?

        The Master of Music program at Western Connecticut State University offers enhanced accessibility through a hybrid instructional model. In the M.M. in Music Education track, courses will be available online during the fall and spring semesters, transitioning to in-person sessions during the summers. This structure is particularly advantageous for students with familial responsibilities, who may find it challenging to attend evening or weekend classes. Notably, data indicates that women often bear a greater share of childcare duties than men, making this approach particularly beneficial for working mothers.

        Similarly, the M.M. in Jazz Pedagogy program will offer a robust selection of online courses, supplemented by in-person participation during the semester for ensembles and specific performance courses such as the Rhythm Section Lab, or during the Summer Intensive Ensembles. These online offerings provide added flexibility for working professionals to manage their schedules effectively.

        The M.M. in Jazz Pedagogy is a step towards racial equity in music education. Jazz originated as an African-American art form, but historically, has not received the same respect in academia as western classical music. Even in the last few decades, jazz educators have encountered colleagues who describe western classical music as "legitimate" or "serious" music to differentiate it from jazz. By offering this degree, WCSU is helping to correct these misconceptions and iniquities, especially because the graduates will reach countless students with the knowledge and skills learned in this program.

        To ensure continuous improvement in accessibility, the Graduate Advisor for Music will administer surveys to students every semester, gathering feedback on various aspects including scheduling, cost, and the quality of courses and individual lessons. The scope of the program's evaluation is primarily focused on metrics related to accessibility, as admission prerequisites for the Music Ed Concentration mandate a completed undergraduate degree in music education. However, admission to the Jazz Pedagogy track may also be granted to applicants with any undergraduate degree with a focus in Jazz, or even an undergraduate degree that does not specifically focus on Jazz, provided they demonstrate sufficient training or equivalent experience, as determined by the Graduate Advisor.

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.

We employ a comprehensive approach to monitor student progress and ensure their success, utilizing student opinion surveys, regular advising sessions, and both formal and informal assessments to gauge comprehension and achievement. Our Music Professors and Graduate Music Advisor maintain accessible office hours to provide additional support to students with their coursework and projects. To address any gaps in student preparedness, we offer remedial courses in music theory and music history, empowering students to overcome any deficiencies in their knowledge base and excel in graduate-level music courses.

One main focus of recruitment is on those currently employed as K-12 public-school music teachers in the region. Our outreach strategy involves targeted advertising in monthly periodicals and magazines published by state and regional music organizations such as the National Association for Music Educators and the American Choral Directors Association, which are widely circulated among music educators. Additionally, we actively promote our program in conference programs at both state and regional levels. Moreover, WCSU's Music Department hosts numerous teacher education events annually, serving as valuable platforms for professional development for local educators. We anticipate attracting a significant portion of our student body from this pool, given their proximity to WCSU and their firsthand exposure to the exceptional quality of our music department's work.

The other main focus of recruitment is on jazz musicians in the greater New York metropolitan area as well as Connecticut, a large population of highly skilled musicians, with few options for a master's in jazz pedagogy. There are only a few such programs in the United States, and with the inclusion of online courses, there is the opportunity to reach students from many hours away. Similar to the Music Education recruitment, we will promote the program through advertisements in publications like DownBeat Magazine and Jazz Times Magazine, and through conferences such as the Jazz Education Network and Jazz Congress at Lincoln Center. As students matriculate through the program, word of mouth will also be a valuable recruitment tool. We know from our large network of music education graduates that our alumni recommend our program to their students.

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

The Department of Music Chair and Graduate Music Advisor will convene meetings on a semesterly basis to review the outcomes of surveys and gather informal feedback from students, professors, and instructors. Following these discussions, they will make adjustments as necessary to enhance accessibility and promote equity within the program. Similar scrutiny will take place regarding recruitment initiatives, to ensure that we are available to all qualified students.

● 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*) NA

● Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided:
The Master's in Music Education program at Central Connecticut State University has been suspended,

leaving no comparable program available at another institution within the Connecticut State Colleges and Universities (CSCU) system.

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**
MUS 509 -Performing Organizations	.5	MUS 5XX - Summer Intensive Small Jazz Ensemble (modified)	1
MUS 510 - Applied Lessons	1	MUS 510 - Applied Lessons	1
		MUS 5XX - Introduction to Music Research (modified)	1
MUS 515- Chamber Music	3	MUS 5XX - Jazz Ensembles (modified)	.5
		MUS 5XX - Jazz Rhythm Section Lab (new)	2
MUS 516 - Opera	3		
MUS 520- Form and Analysis	3	MUS 520 - Form and Analysis	3
		MUS 5XX - Pedagogy of Improvisation (new)	3
MUS 522- 20th Century Compositional Techniques	3	MUS 5XX Jazz Styles and Analysis (new)	3
		MUS 5XX - Arranging for the Jazz Educator (new)	3
MUS 523 Conducting	3	MUS 523 - Conducting	3
MUS 527- Structure of Music	3	MUS 527 - Structure of Music	2
MUS 530- Music Supervision and Admin.	3		
MUS 533- Choral Techniques and Materials	3	MUS 533 - Choral Techniques and Materials	3
MUS 534- Instrumental Techniques and Materials	3	MUS 534 - Instrumental Techniques and Materials	3
MUS 535- Contemporary Strategies in Elementary Music Education	3	MUS 535 - Contemporary Strategies in Elementary Music Education	3
MUS 536- Topics in Music Education	3	MUS 536 - Topics in Music Education	3
MUS 541- Early Music	3		
MUS 542- Music in the Baroque Era	3		

MUS 543- Music in the Classical and Romantic Eras	3		
MUS 544- Music in the 20th Century	3	MUS 5XX - The Blues: Musical, Cultural, and Historical Contexts (new)	3
MUS 545- Topics in Music Literature	3	MUS 545 Topics in Music Literature	2
		MUS 5XX - Topics in Music History (modified)	3
		MUS 5XX Topics in Jazz Pedagogy (modified)	2
MUS 590- Music Department Seminar	3	MUS 590 - Music Department Seminar	2
MUS 591- Independent Thesis Research in Music	6		
MUS 598- Faculty Developed Study	3		
MUS 599- Student Developed Study	3		
Total Credits Original Program	**30**	**Total Credits Modified Program**	**30**

New Curriculum:

Core Courses for Both Options (11 credits)

MUS 5XX Introduction to Music Research (1) - online (modified course)

Music Theory
MUS 520 Form and Analysis (3) - online
MUS 5XX Pedagogy of Improvisation (3) - online (new course)

Music History (choose 1)
MUS 5XX Topics in Music History (3) - online (modified course)
MUS 5XX Jazz Styles and Analysis (3) - online (new course)

Music Literature (Choose 1)
MUS 545 Topics in Music Literature (may be repeated if class topic is different) (2) - online (modified course)
MUS 5XX The Blues: Musical, Cultural, and HIstorical Contexts - online (new course)

Studies in Major Field - Music Education (12 credits)

Required
MUS 523 Conducting (3) - in person (summer course)
MUS 536 Topics in Music Education (3) - online

Music Education methods (choose 2)

MUS 535 Contemporary Strategies in Elementary Music Education (3) - in person (summer course)

MUS 533 Choral Techniques and Materials (3) - in person (summer course)

MUS 534 Instrumental Techniques and Materials (3) - in person (summer course)

Studies in Major Field - Jazz Pedagogy (12 - 13 credits)

Jazz Ensembles (.5) Large jazz ensemble and chamber jazz taken for two Fall and two Spring terms (4 credits total) - in person; Option to participate in Summer Intensive Jazz Ensemble for 1 credit each session

MUS 5XX Special Topics in Jazz Pedagogy (2) - online or in person (modified course)

MUS 5XX Arranging for the Jazz Educator (3) - online (new course)

MUS 5XX Jazz Rhythm Section Lab (2) - in person (new course)

MUS 510 Applied Lessons (1) Taken twice, 2 credits total - online or in person

MUS 510, Applied Jazz Piano for Non-Pianists (1), waived for students with Piano as their main instrument - online or in person

Electives - 4-5 credits

Culminating Project

MUS 590 Music Department Seminar (2) - online

Total: 30 credits required

Course Descriptions for New or Altered Courses

MUS 527 Structure of Music
This course was previously offered as a three-credit option for music theory in the M.S. Music Education Degree. It will be reworked as a two-credit online asynchronous remedial music theory course, required only for students who do not pass the theory entrance exam. This course prepares the student for future music theory studies, and can be taken at any time as an independent study. This course does not count towards either M.M. degree.

MUS 5XX Music History Review
This course will be offered as an online asynchronous course, two credits, required only of students who do not pass the music history entrance exam. This course prepares the student for future music history and literature studies, and can be taken at any time as an independent study. This course does not count towards either M.M. degree.

MUS 5XX Topics in Music History
This course represents an opportunity for students to pursue in greater depth highly specialized music history topics. The subject matter will change each time the course is offered. Topics might include a specific composer or group of composers, a country's musical history, or survey of a specific genre.

MUS 5xx Introduction to Music Research
This course provides students an introduction to graduate music research methods (Historical, Qualitative, Quantitative). The course explores the tools to review, evaluate, and complete research in various modalities. In addition to an emphasis on design and analysis, students will gain an extended vocabulary necessary to complete this research, and develop writing in various styles (APA, Chicago/Turabian).

MUS 5xx Arranging for the Jazz Educator

In this course, a broad repertoire for small and large jazz ensembles will be presented. Students will engage with the repertoire in several ways: through copious listening, transcription and memorization of seminal small group arrangements, study and analysis of important large ensemble compositions and arrangements, through producing original arrangements for large and jazz ensembles in various styles, and coaching and conducting student groups in performance of those arrangements.

MUS 5xx Jazz Styles and Analysis

The improvisational and compositional language of jazz's greatest innovators from 1900 to the present day will comprise the subject matter for this course. The music of Jelly Roll Morton, Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Wayne Shorter, and many others will be explored through listening, research, and analysis. Students will select a topic in consultation with the instructor and produce a research document at the conclusion of the course.

MUS 5xx The Blues: Musical, Cultural and Historical Contexts

Within the blues there remains a rich and singular legacy of African-American folk music and poetry. It has flourished and served as a foundational element in jazz, in addition to gospel, rock and roll, funk, R+B, and hip-hop. In this course, key elements and innovations of the blues sound will be identified and traced from Africa through America to the rest of the world. Parallels will be drawn between the blues and the plight of the African in America, from slavery and reconstruction through Jim Crow and the civil rights movement. Lastly, elements of the blues language will be applied to composition projects.

MUS 5xx Special Topics in Jazz Pedagogy

The skills and insight necessary for effectiveness in jazz education are varied: the hands-on interaction between teacher and student is informed by, and often transformed by, larger philosophical, sociological, and psychological frameworks. This course explores the intersection between the practical and the theoretical aspects of jazz pedagogy. Topics will include the history of jazz music in American schools, conducting a large jazz ensemble, coaching a small jazz ensemble, private jazz instruction, philosophy of jazz pedagogy, sociological and psychological aspects of music teaching and learning, and presentation of an effective master class/clinic. Students will interface with the immediate community of jazz learners and performers and will participate in the annual WCSU Jazz Festival as performers and junior clinicians.

MUS 5xx Pedagogy of Improvisation

Study of theoretical and practical applications of improvisation in different styles, including classical, folk, and jazz idioms. Application of the course material will bolster each student's competence as a music educator and improviser, and as a teacher of jazz improvisation. Methods for teaching the bebop vocabulary through chromaticism, improvisation over non-functional harmony, advanced solo transcription, and analysis and the various types and uses of the pentatonic and octatonic scales will be presented.

MUS 5xx Jazz Rhythm Section Lab

All students, regardless of instrument, will gain valuable experience performing on the primary rhythm section instruments of the jazz ensemble: piano, bass, and drums. The first half of the semester will consist primarily of rotating group lessons on each instrument, given by each instrument's applied jazz instructor. During this lesson phase, rudimentary instrumental technique, tone production, jazz vocabulary and equipment issues will be emphasized. The second half of the semester will consist primarily of students performing together in-class on the rhythm section instruments. Areas of focus during this phase will include rhythm section cohesion, functioning as accompanist vs. soloist, group interplay, and the study of the contributions by great rhythm sections in jazz history. By the close of the semester, students will be able to provide

accompaniment on all the rhythm section instruments over the blues and "I Got Rhythm" changes, as well as selected jazz standards and modal jazz repertoire.

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. The students will engage in score analysis, composition exercises, and musical component practice.
2. They will delve into topics in music history and literature through written assignments, research projects, and engaging in constructive discussions.
3. Students will demonstrate comprehensive mastery of content knowledge in both affective and cognitive domains within music education. This will involve conducting research, writing, and reading, while applying contemporary methodologies and pedagogical approaches.
4. They will have ample opportunities to create, perform, evaluate, and connect with various musical performances.
5. Students will be tasked with developing and evaluating their own action research projects, which they will present to their peers and faculty members.
6. Acting as a valuable resource for regional educators, students will impart their content knowledge, skills, and contemporary methodologies.
7. Utilizing constructive discourse, students will collaborate on action research projects intended for presentation to fellow students, peers, and faculty members.
8. Furthermore, students will apply concepts from music theory and form to enhance their musical practice, analyze musical scores, and compose original musical works.

Assessment of Learning Outcomes

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

Formal and informal assessments take place in all courses, including written examinations, compositions, analysis, and performances, both solo and ensemble.

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
MUS 5XX Introduction to Music Research	3,5	Passing grade on both entrance exams or completion of remedial course(s).	1
MUS 520 Form and Analysis	1,8	Passing grade on both entrance exams or completion of remedial course(s).	3
MUS 5XX Pedagogy of Improvisation	1,4,8	None	3
MUS 5XX Topics in Music History	1,2,5,8	Passing grade on both entrance exams or completion of remedial course(s).	3

MUS 5XX Jazz Styles and Analysis	1,2,4,8	Passing grade on both entrance exams or completion of remedial course(s).	3
MUS 545 Topics in Music Literature	1,2,5,8	Passing grade on both entrance exams or completion of remedial course(s).	2
MUS 5XX The Blues: Musical, Cultural, and Historical Contexts	1,2,4,5,8	Passing grade on both entrance exams or completion of remedial course(s).	2
MUS 510 Applied Lessons	1,4,8	None	1
MUS 523 Conducting	1,3,4,8	Passing grade on both entrance exams or completion of remedial course(s).	3
MUS 536 Topics in Music Education	3,5,6	None	3
MUS 535 Contemporary Strategies in Elementary Music Education	1,3,5,6	None	3
MUS 533 Choral Techniques and Materials	1,3,5,6	None	3
MUS 534 Instrumental Techniques and Materials	1,3,5,6	None	3
MUS 5XX Topics in Jazz Pedagogy	1,4,5,8	None	2
MUS 5XX Arranging for the Jazz Educator	1,4,8	Passing grade on both entrance exams or completion of remedial course(s).	2
MUS 5XX Jazz Rhythm Section Lab	1,4,8	None	2
MUS 590 Music Department Seminar	1,2,3,8	Students must have completed 20 credit hours towards the completion of the degree.	2
MUS 527 Structure of Music	1,8	None	2
MUS 5XX Music History Review	1,2,5,8	None	2
MUS 5XX Summer Intensive Small Jazz Ensemble	1,4	None	1
MUS 591 Independent Thesis Research in Music	NA	Advisor Approval	1-3
MUS 598 Faculty Developed Study	NA	Advisor Approval	1-3
MUS 599 Student Developed Study	NA	Advisor Approval	1-3
Open Electives (*Indicate number of credits of open electives*): 4			
Total Program Credits: 30			

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements.

Candidates for the MM in Music Education must have a Bachelor's degree in Music Education and a current teaching certificate. Candidates for the MM in Jazz Pedagogy degree must have a completed bachelor's degree, and must perform an audition.

All candidates must also complete entrance exams in music theory and music history. Due to the implementation of entrance exams, two adjustments are required:

1. MUS 527 - Structure of Music - is undergoing redesign to serve as a remedial course in music theory for students who do not pass their Music Theory Entrance Exam.
2. A new course, MUS XXX - Music History Review, has been introduced to provide remedial instruction for those who do not pass their Music History Entrance Exam. Both courses are non-credit, asynchronous, and must be completed during the first semester of the degree program.

In the M.S. in Music Education program, students were previously required to complete comprehensive exams as part of the MUS 590 - Music Department Seminar course. However, students enrolled in the Jazz Pedagogy concentration now have the option to substitute the comprehensive exams with a final project or recital.

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. Included in Section 3

The numbers below reflect enrollment after the MS degree was suspended. The period referenced below is analogous to a "teach out" phase. With the introduction of online courses and an updated curriculum, numbers are anticipated to rise. Prospective students inquire weekly about this program. Teachers have five years after initial certification to begin a master's degree and remain certified, so these students are eager to begin and motivated to complete the degree in a timely manner.

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2020		Fall Term, Year 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students		6				
Returning Students				6		5
Actual Headcount Enrollment		6		6		5
Fall FTE accounted for by Program Majors	2.5		2.3		2.3	
Size of Credentialed Group(s) for Given Year	3		1		6	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion.

Enrollment and completion are anticipated to increase due to change in modality of the courses and the expanded curriculum. This degree program has been meticulously crafted to align with the needs and interests of our students. By transitioning to an online modality, incorporating short summer intensive courses, and placing a heightened emphasis on

relevant pedagogical topics, we aim to attract a broad spectrum of working professional musicians. Music education is currently an identified area of need in the Connecticut and New York areas. This is due to a large number of post-covid retirements, and therefore, a large population of new teachers. These new teachers must begin earning a master's degree within their first five years of teaching in order to remain employed. We have weekly inquiries about this degree. Students are ready and waiting to begin, and highly motivated to complete the degree, as it will allow them to continue employment and earn an immediate raise in pay.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

The curriculum has been streamlined for efficiency and low financial impact, spanning two years of classes with flexibility for students to commence their studies in any fall semester.

Year A encompasses courses that are pertinent to both options, while Year B offers more specialized courses tailored to the distinct concentrations. Notably, students pursuing music education have the opportunity to enroll in jazz pedagogy courses as electives, and vice versa. For a comprehensive overview of the curriculum structure, please refer to the detailed table provided in the following section.

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.

Cost Effectiveness

The forthcoming program is poised to replace the M.S. in Music Education. While maintaining a comparable faculty credit allocation to its predecessor, the new program aims to attract a broader student demographic. By integrating online courses and introducing Jazz Pedagogy, we anticipate larger class sizes compared to the previous M.S. degree. The shared curriculum approach between the two concentrations further contributes to bolstering class sizes, enhancing overall cost-effectiveness.

The chart provided below illustrates the course rotation and includes projected revenue and costs.

Availability of Resources

The new program will utilize existing resources and facilities within the Visual and Performing Arts building. We do not foresee the need for additional physical resources for the degree.

Sustainability

We anticipate a high level of sustainability for this degree program. Given that all public-school music teachers in Connecticut and New York are mandated to earn a master's degree in their field to maintain certification and employment, this program caters to the primary student population. With options in Music Education and Jazz Pedagogy, the program is well-equipped to meet the needs of current music educators by offering online courses during the fall and spring semesters, complemented by in-person courses during the summer. This approach expands the geographical reach of prospective students and ensures the program's relevance and viability.

Furthermore, the addition of the M.M. in Jazz Pedagogy enhances the inclusivity of the degree, providing opportunities for musicians who are not public-school educators to pursue advanced studies.

An Education Report from JobsEQ was compiled for each option to gather employment data and statistics. These reports covered geographical regions including New York City, the Hudson River Valley, the entire state of Connecticut, and the Boston metro area with surrounding suburbs. Within the specified region, there are 234,528 linked occupations for music education, with 93.7% of these being teachers in elementary and secondary schools. For jazz pedagogy, there are 19,559 linked occupations, with a slight forecasted increase in demand over the next seven years. The majority of these occupations (55.7%) are within colleges, universities, professional schools, and religious organizations, where a master's degree is typically required for teaching positions.

PRO FORMA Budget - Projected Revenues and Expenditures (Whole Dollars Only)			
Please see calculations in the charts provided below.			
PROJECTED Program Revenue	Fall 2024	Fall 2025	Fall 2026
Tuition (do not include internal transfers)	$126,504**	$205,322**	$253,008**
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	$126,504	$205,322	$253,008
PROJECTED Program Expenditures*	Fall 2024	Fall 2025	Fall 2026
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$57,600***	$67,200***	$57,600***
Support Staff			
Library Resources Program	$500	$500	$500
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures	$118,703	$144,485	$119,525
*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.			

**Please see the table below for estimates of enrollment. In general, we are estimating 10 new students per year. Not all students will complete courses during the summer terms.

***While Full-time faculty will teach in this program, their undergraduate teaching will be replaced with part-time faculty, so the part-time replacement cost is the true cost of this program. 2024 and 2026 are both Year A (see chart below), and as fewer credits are offered in Year A than Year B, faculty cost is lower in those years.

YEAR A

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Semester	Course	Credit Hours	Taught By	Projected Enrollment	Revenue: Student Enrollment X Credit Hours X $753	PT cost - replacement of FT teaching
Fall A	MUS 5XX Introduction to Music Research	1	FT	10	$7,530	$3,200
	MUS 520 Form and Analysis	3	FT	10	$22,590	$9,600
	MUS 5XX The Blues: Musical, Cultural, and Historical Contexts	2	FT	10	$15,060	$6,400
Spring A	MUS 5XX Pedagogy of Improvisation	3	FT	10	$22,590	$9,600
	MUS 5XX Arranging for the Jazz Educator	3	FT	10	$22,590	$9,600
Summer A	MUS 523 Conducting	3	FT	8	$18,072	$9,600
	MUS 533 Choral Techniques and Materials	3	FT	8	$18,072	$9,600
Totals		18			$126,504	$57,600

YEAR B

Semester	Course	Credit Hours	Taught By	Projected Enrollment	Revenue: Student Enrollment X Credit Hours X $753	PT cost - replacement of FT teaching
Fall B	MUS 5XX Introduction to Music Research	1	FT	10	$7530	$3200
	MUS 5XX Jazz Styles and Analysis	3	FT	20	$44,180	$9,600
	MUS 545 Topics in Music Literature	2	FT	12	$18,072	$6,400
	MUS 5XX Jazz Rhythm Section Lab	2	PT	10	$15,060	$6,400

Spring B	MUS 536 Topics in Music Education	3	FT	12	$27,108	$9,600
	MUS 5XX Special Topics in Jazz Pedagogy	2	FT	10	$15,060	$6,400
	MUS 590 Music Department Seminar	2	FT	10	$15,060	$9,600
Summer B	MUS 535 Contemporary Strategies in Elementary Music Education	3	PT	14	$31,626	$9,600
	MUS 534 Instrumental Techniques and Materials	3	FT	14	$31,626	9600

Totals: **21**   **$205,322**   **$ 67,200**

Semester	Course	Credit Hours	Taught By	Projected Enrollment	Revenue	Part-time cost
As needed	MUS 510 Applied Lessons	1	PT	1	$753	$1,056
	MUS XXX Ensembles	0.5	PT/FT	1	$378	n/a – existing course
	MUS 527 The Structure of Music	2	FT	1	$1,506	$352
	MUS 5XX Music History Review	2	FT	1	$1,506	$352

The courses above will be offered as needed. There is a minimal budgetary impact associated with these courses.

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS
Program website: **https://www.wcsu.edu/music/**
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 2 years, 2 summers, part-time program
Provide estimated cost of program (tuition and fees): $ $753 per credit X 30 credits = $22,590 total cost   OR url for link to tuition/fee information: **https://www.wcsu.edu/registration/grad-tuition/**
Request for SAA Approval for Veterans Benefits? x Yes ☐ No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

The Master of Music program, featuring options in Music Education or Jazz Pedagogy at Western Connecticut State University, is meticulously crafted to foster the cultural, musical, and professional development of its students. This program not only offers the requisite graduate coursework for attaining permanent teaching certification but also prepares individuals for various pedagogical pursuits. By enrolling in this program, students will not only meet the rigorous standards established by the National Association of Schools of Music (NASM) but also demonstrate proficiency across a diverse array of content-based areas including music history, theory, pedagogy, analysis, improvisation, conducting, and the planning, instruction, and assessment of student learning. It's worth noting that Western Connecticut State University holds accreditation as an institutional member of NASM, further affirming the program's commitment to maintaining excellence and meeting national standards in music education.

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):

This program is tailored for working professionals seeking to obtain a master's degree in music to secure permanent certification and sustain their employment in teaching professions. Additionally, the jazz pedagogy option caters to professional musicians aspiring to teach beyond the K-12 public school setting. The program serves individuals across various teaching roles, including:

- Elementary School Teachers, Except Special Education (25-2021)
- Middle School Teachers, Except Special and Career/Technical Education (25-2022)
- Secondary School Teachers, Except Special and Career/Technical Education (25-2031)
- Postsecondary Art, Drama, and Music Teachers (25-1121)

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?
25-2021: $67,080. 25-2022: $66,880. 25-2031: $69,530. 25-1121: $86,240.

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 923110 Certification of Teachers and Schools; 611610 Music Instruction

Career/Program Pathways

Does this program prepare students for another program?   x Yes, specify program: Doctorate of Musical Arts or PhD in Music Education, or Doctorate in Music (General)   ☐ 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):   Jeremy Wiggins, PhD. wigginsj@wcsu.edu; 203-837-8354
How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7
How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Admissions Requirements

What are the admissions requirements for the program?
Admission Requirements:

M.M. in Music Education:

- Bachelor's degree in music or music education.
- Possession of an Initial/Conditional teaching certificate.
- Successful completion of qualifying exams in music theory and music history.
- Interview with Music Education faculty.

M.M. in Jazz Pedagogy:

- Bachelor's degree in music.
- Successful completion of qualifying exams in music theory and music history.
- Audition with Jazz faculty.

Students who do not pass the theory and history entrance exams will be required to enroll in MUS 527, The Structure of Music, and/or MUS 5XX, Music History Review. These remedial courses will be offered asynchronously online and must be completed prior to commencing the required courses for the degree. It is important to note that these remedial courses will not count towards the degree requirements.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? x Yes ☐ No
If yes, describe: MUS 590 Music Department Seminar: Course for thesis/final project research under the guidance of a thesis advisor and committee.

Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes x 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: Prospective students for this program are working professional musicians and music teachers. The program is designed to complement their work schedule.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Coastal Resilience (CIP Code: 030103, OHE# 19158) leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM

Establishment of a new program, Coastal Resilience, leading to a Master of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University
Name of Program	Coastal Resilience
CIP Code	030103
OHE# (Leave blank for new programs)	19158
Degree Level	Master of Science
Number of Collegiate Credits	36
Date of Action (Anticipated)	05/23/2024
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 X On Ground _ Hybrid _ Online

Effective Term	Fall 2024
If a Discontinuation, date of Termination	N/A
If a Suspension, dates of Suspension	N/A

JUSTIFICATION/BACKGROUND

The MS in Coastal Resilience integrates the study of science, policy, economics, sustainability, innovation, planning and management for a holistic consideration of coastal resilience in the face of considerable environmental change and challenge. It provides students with the necessary knowledge and skills training to find practical and sustainable solutions to coastal problems arising from climate change, development pressures and increasing population in the coastal zone.

The Board of Regents originally approved this program on May 11, 2017 (Resolution 17-090)for implementation in the Fall of 2018. The details of the delay in initiation include:

- The program was delayed due to the inability of Liverpool John Moores University (LJMU) to continue as a partner (Resolution 19-093).
- Extra time before starting the program allows the Environment, Geography, and Marine Sciences (EGMS) Department to work with the administration at Southern Connecticut State University to determine how to build capacity to implement the program.

- Extra time before starting the program allows the EGMS Department to shift the program focus to Connecticut and the Northeast US, and subsequently develop a local/regional recruitment strategy.
- This coastal resilience program helps meet Connecticut's stated efforts towards addressing the future impact of climate change (https://portal.ct.gov/DEEP/Climate-Change/Climate-Change) and developing an ocean economy through their Long Island Sound Blue Plan (https://portal.ct.gov/DEEP/Coastal-Resources/LIS-Blue-Plan/Long-Island-Sound-Blue-Plan-Video-Series).
- Delaying the start of the program enables the EGMS Department and SCSU to develop and roll-out a recruitment strategy with a focus on national and international recruitment initiatives.

PROPOSAL AND ECONOMIC OUTLOOK

The new launch of the Coastal Resilience MS (CRM) program enables SCSU to be the first university in the region to offer this unique program. Southern's onboarding strategy targets current majors in the undergraduate Environmental Systems and Sustainability Studies major (Coastal Marine Concentration). In addition, SCSU recently approved an internal policy that will allow undergraduate students the opportunity to register for up to 12 credits in the graduate program, creating the opportunity for customized 4+1 degrees. The EGMS department has also initiated the termination of the existing Environmental Studies MS program to coincide with the initiation of the revised CRM Program.

The CRM program is incredibly unique, timely, and in line with the goals of state and regional workforce development efforts (i.e. new port development, shoreline erosion control projects, etc.). Southern is deeply committed to the expansion of the "Blue Economy," harvesting the undersea bounty in the most sustainable way possible. At Southern, "Project Blue" supports opportunities for students to engage in the coastal resilience space and is already a foundation for placement in coastal resilience careers in the state and region. Each year, students participate in a pitch competition to potential investors to support a start-up business. With continued focus on coastal resilience as part of the Infrastructure Improvement Bill and Inflation Reduction Act, now is the time to capitalize on additional funding for these programs and careers.

Current federal grants are available that relate directly to coastal resilience topics. These grants will provide the CRM program funding opportunities. In the broader "sustainability studies" space, between July 2016 - March 2022, SCSU faculty submitted thirty-six grant proposals for external funding, garnering $1.272M during that period of time. We currently have an opportunity to submit a multimillion-dollar grant proposal to the NOAA Climate Ready Workforce in the Coastal Zone Request for Proposals.

PRO FORMA
SUPPLEMENTAL DOCUMENTS

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

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

Coastal Resilience Master's (CRM) program at SCSU History

This program was originally approved by the Board of Regents on May 11, 2017 as a joint program with LJMU; and reapproved as a separate program in 2019.

Current Request

Change of Start: Fall 2024

Rationale: Due to delays related to the loss of an international partner and Covid, we have not yet offered the CRM program in full. Context: The EGMS department has initiated the termination of the existing Environmental Studies MS program to coincide with the initiation of the revised CRM Program. The department aims to narrow the focus of its graduate offerings to better stand out statewide.

The new start date enables SCSU to be the first university in the region to offer this unique program. We currently have an ideal onboarding strategy for recruiting current majors in our undergraduate Environmental Systems and Sustainability Studies major (Coastal Marine Concentration). SCSU recently approved an internal policy that will allow our undergraduate students the opportunity to register for up to 12 credits into our graduate program, creating each student the opportunity for customized 4+1 degrees.

Reduction of Credits:

Courses using the CRM index have been offered as part of the existing Environmental Studies and Integrated Biological Diversity Master's degree programs in past semesters; the 9-credit reduction of "Reading and Conference courses" will provide students with a more desirable 36-credit degree program than a 45-credit degree program. The curriculum originally included an extra 9 credits due to requirements aligning with international programs in the UK. Given the removal of that international partner, a 36-credits program will enhance student recruitment and retention.

Economic Outlook

The CRM program is incredibly unique, timely, and in line with the goals of state and regional workforce development efforts (i.e. new port development, shoreline erosion control projects, etc.). Southern is deeply committed to the expansion of the "Blue Economy", namely fostering harvesting the undersea bounty in the most sustainable way possible. At Southern, "Project Blue" supports opportunities for students to engage in the coastal resilience space and is already a foundation for placement in coastal resilience careers in the state and region. This program addresses critical workforce needs in the state. Each year, students participate in a pitch competition to potential investors to support a start-up business. With continued focus on coastal resilience as part of the Infrastructure Improvement Bill and Inflation Reduction Act, now is the time to capitalize on additional funding for these programs and careers.

Faculty

Leaders in coastal social and physical sciences.

- Emma Cross, PhD, University of Cambridge. Specialization: coastal and marine sciences
- Vince Breslin, PhD, Florida Institute of Technology. Specialization: environmental marine chemistry.
- Miriah Kelly, PhD, Oregon State University. Specialization: environmental social science with focus on the effects of climate change on coastal and marine spaces.
- Patrick Heidkamp, PhD, University of Connecticut. Specialization: environmental economic geography, specifically the "Blue Economy".
- Scott Graves, PhD, University of Idaho. Specialization: coastal geomorphology.

External Funding
Current federal grants are available that relate directly to coastal resilience topics. These grants will provide this major in CRM program funding opportunities. In the broader "sustainability studies" space, between July 2016-March 2022 our faculty submitted thirty-six grant proposals for external funding, garnering $1.272M during that period of time. We currently have an opportunity to submit a multimillion-dollar grant proposal to the NOAA Climate Ready Workforce in the Coastal Zone Request for Proposals.

Deficit Mitigation
This program aligns with SCSU's goals to increase student enrollment.

Dwayne Smith
President Dwayne Smith

April 26, 2024
Date

CSCU Academic & Student Affairs

Application for **New Program Approval**

Date of Submission to CSCU Office of the Provost: Feb. 2, 2024

Institution: SCSU

Most Recent NECHE Institutional Accreditation Action and Date: 2022

Program Characteristics

Name of Program: Coastal Resilience (previously approved in 2017)

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

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

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

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 36

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)*: 2

OHE# 19158

CIP Code Number: 030103   Title of CIP Code: Environmental Studies

Department where program is housed: EGMS

Location Offering the Program *(e.g., main campus)*: Main Campus

Provide estimated cost of program (tuition and fees): $ 0 OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees

Request for SAA Approval for Veterans Benefits? xYes ☐ No

Program website: https://inside.southernct.edu/egms

Provide the intended catalog description for this program: The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/environment-geography-marine-sciences/programs

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,
  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)

Institutional Contact for this Proposal

Name: Dr. Robert Prezant, Provost

Phone: 203-392-5350

Email: PrezantR1@southernct.edu

When was the program previously approved by (insert date in mm/dd/yyyy format):	When was the program approved by (insert date in mm/dd/yyyy format):
• College/School: 2017	• College/School:10/30/23
• Curriculum committee: 2017	• Curriculum committee:10/30/23
• Faculty senate: n/a	• Faculty senate: 12/10/24
• Institutional president: 2017; see supporting documentation	• Institutional: president: 04/2024

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

Click or tap here to enter text.

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)*

Please see recent data from CT Dept. of Labor Below

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): 19-4040 Environmental Science and Geoscience Technicians

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Management, Scientific, and Technical Consulting Services	16,700	0.95	$ 42.81	$ 89,040
State Government, excluding schools and hospitals (OEWS Designation)	20,060	0.95	$ 35.43	$ 73,690

Applicable Industries

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

541620 **Environmental consulting services**

Career/Program Pathways

Does this program prepare students for another program?   ☐ Yes, specify program: x 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:
- **Environmental Studies, M.S.**   OHE#00630, CIP 139999

Include enrollment and completion data for the past 5 years for each of these programs as an Appendix

See EGMS Pages from SCSU APP report Oct. 2023 that provides overall context and 10 years of trend data for all programs within the department.

- How will the proposed program impact enrollment and completion in these existing programs? This program will be entirely replaced after the teach-out period.
- Are there plans to discontinue any of the existing similar programs? Yes
- What is the value added of the proposed program in relation to the existing programs? The faculty research expertise is more precisely in the area of Coastal Resilience (Environmental Studies was a broader degree)
- 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*): In the budget section we provide evidence that the new program utilizes all of the existing faculty and coursework that were being used to offer the MS in Environmental Studies 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: n/a
- *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:

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.

See below for new budget. Click or tap here to enter text.

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 MS in Coastal Resilience integrates the study of science, policy, economics, sustainability, innovation, planning and management for a holistic consideration of coastal resilience in the face of considerable environmental change and challenge. It provides students with the necessary knowledge and skills training to find practical and sustainable solutions to coastal problems arising from climate change, development pressures and increasing population in the coastal zone. It provides a scientific basis for decision-making and planning for resilience in the coastal zone.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Current students will be advised of the opportunity to move to this degree (from the MS in Environmental Studies) and new students will begin to be recruited with assistance through our School of Graduate and Professional Studies.

- What student engagement strategies will be employed to advance student retention and completion in program? Many students have the opportunity to work directly with faculty as research assistance which aids in retention and completion.

Admission Requirements

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

☐ Yes x 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)? xYes ☐

No If yes, describe: Thesis

Experiential Learning Requirements

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: Field experience course is available during the winter session

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. Students will build knowledge base to address coastal resilience from a biophysical as well as socio-cultural perspective;
2. Students will gain skills to be able to successfully undertake coastal resilience research;
3. Students will hone competencies by examining coastal resilience in a field research context.

Assessment of Learning Outcomes

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

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Assessments will include written papers, exams, and observations in field experiences.

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			
CRM 500 – Research Methods I	2		2
CRM 501 – Coastal Systems I: Biophysical/Environmental Aspects	1		3
CRM 502 – Coastal Systems II: Sociocultural Aspects	1		3
CRM 503 – Coastal Hazards and Pollution	1		3
CRM 504 – Coastal Policy and Planning	1		3
CRM 505 - GIS I	2		4
CRM 506 – GIS II	2		4
CRM 510 – Research Methods II	2		2
CRM 550 – Field Experience	3		3
CRM 590 – Coastal Issues Seminar	1		1.5
Capstone CRM 594 – Thesis Research I	1-3		3
CRM 595 – Thesis Research II	3		3
General Education Courses			
n/a			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits (must match number of credits reported on page 1)**:**			36

CSCU Transfer Pathways

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

N/A

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 associates degree, accelerated pathways from bachelors to masters, etc.):

Undergraduate students may begin working towards this M.S. degree by taking as many as 12 credits during their senior-year if they maintain a 3.0.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

n/a

Program Evaluation

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

SCSU has a faculty-driven program review process known as StAR. The review includes a self-study, invitation to external reviewers, and a meeting with a committee to discuss what the program is doing well, what its shortcomings may be, and an action plan to address any issues.

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? Enrollment, persistence, and completion student data year over year

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. All students who receive mid-term warnings receive outreach to meet with advisors and supplemental academic tutoring and/or peer mentoring.

o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
Where inequities are found, the source of the inequity will be address immediately using the resources of our office of enrollment management and our office of diversity, equity, and inclusion.

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.

See attached Cover Letter

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*)

n/a

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): Dr. Vince Breslin, Dept. Chair breslinv1@southernct.edu, 2-6602

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

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? 0

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*) 5

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*) 0

What percentage of program credits will be taught by adjunct faculty? 0

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: 0

Application for **New Program Approval**

..

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
Emma Cross	PhD. University of Cambridge	Coastal and marine sciences	
Vince Breslin	PhD, Florida Institute of Technology	Environmental marine chemistry	Dept. Chair
Miriah Kelly	PhD, Oregon State University	Environmental social science with focus on the effects of climate change on coastal and marine spaces	
Patrick Heidkamp	PhD, University of Connecticut	Environmental economic geography, specifically the "Blue Economy"	
Scott Graves	PhD, University of Idaho	Coastal geomorphology	

*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)

Connecticut Board of Regents for Higher Education

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

Institution	Southern Connecticut State University	*Date* 2.27.24
Proposed Program	**M.S. Coastal Resilience Degree**	

PROJECTED Enrollment	FY 2025		FY 2026		FY 2027	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	12		15		18	
Continuing *(students progressing to credential)*			10		13	
Headcount Enrollment	**12**	**0**	**25**	**0**	**31**	**0**
Total Estimated FTE per Year						
Total Estimated FTE per Year[1]	0.500		1.042		1.292	

PROJECTED Program Revenue	FY 2025		FY 2026		FY 2027	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$179,040		$373,000		$462,520	
Program-Specific Fees - Lab Fees @ $75 per semester	$1,800		$3,750		$4,650	
Other Rev.- Registration Fee @ $55 per semester	1,320		2,750		3,410	
Total Annual Program Revenue		**$182,160**		**$379,500**		**$470,580**

PROJECTED Expenditures*	FY 2025		FY 2026		FY 2027	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
.25 Release Time: M. Kelley	0	-	0.25	39,802	0.25	39,802
UA Support		25,000		25,000		25,000
Fringe Benefits: 25% on FT release time and 10% on UA		2,500		12,450		12,450
Other Expenses (inc Lab Fees, which are tied to enrollment)		7,800		9,750		10,650
Program Marketing		4,000		6,000		6,000
Overhead @ 15%		5,522		12,084		12,218
Total ESTIMATED Expenditures	-	**$44,822**	0.25	**$105,086**	0.25	**$106,120**
Annual Estimated Surplus / (Deficit)		**$137,338**		**$274,414**		**$364,460**

ASSUMPTIONS:

All students assumed to be full time.

This Graduate program consists of 36 credits.

Each Cohort will take 4 semesters complete program.

Cohorts start every Fall.

The above revenue calculations assume students are all in-state and are charged the Graduate In-State rate, $7,460 per semester. If the student is Out-of-State or NEBHE, they will be charged the applicable Out-of-State and NEBHE rate.

Tuition DOES NOT include books. Supplies will be covered by Lab Fees.

Tuition DOES NOT include room & board.

There are no INCREMENTAL Teaching costs required. Current full time faculty with teaching capacity will be teaching these courses. There is no back fill required/

For purposes of this analysis, it is assumed that the first cohort will consist of 12 students, then 15, then at 18, with an attrition of 2 students from each cohort.

Analysis DOES NOT reflect annual tuition increases, bargaining unit increases or inflationary expense adjustments.

[1] This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Administration (CIP Code: 52.0201, OHE# TBD) leading to a Doctor of Business at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM

Establishment of a new program, Doctorate of Business Administration, leading to a Doctor of Business at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University
Name of Program	Doctor of Business Administration
CIP Code	52.0201
OHE# (Leave blank for new programs)	
Degree Level	Doctor of Business
Number of Collegiate Credits	51
Date of Action (Anticipated)	05/23/2024
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 <u>X</u> On Ground _ Hybrid _ Online
Effective Term	Summer 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PURPOSE

The proposed program is designed to further the goals of both working professionals and academics who aim to lead and teach in the field of organizational resiliency, and to prepare for leadership roles in highly volatile periods that can challenge an organization's viability. It is designed to enable students to progress beyond the master's level and to provide guidance in initiating and executing a research agenda.

A Doctorate in Business Administration (DBA) aims to enhance the institution's reputation in national and global business communities. This positioning places the School of Business and SCSU as leaders in providing high-quality education and service to doctoral-level students, both domestically and abroad.

Nationally, there is a growing emphasis on interdisciplinary education. DBA programs are incorporating aspects of fields like data analytics, technology management, and resiliency into their

curriculum to prepare graduates for a rapidly changing business landscape. The emphasis on resiliency as a curricular context is contemporary and relevant in the emerging global ecosystem.

ADDRESSING MARKET NEEDS
The proposed program will meet the growing demand for doctoral degrees. EMSI research estimated that the need for individuals with a doctoral degree is projected to grow by 8% between 2019 and 2024. Top hiring companies for such doctoral-level candidates include companies like Intel (hiring 191 doctoral-qualified employees), AstraZeneca (hiring 170) and E&Y (hiring 158) between 2019-2020. Between 2014 and 2018, the number of doctoral graduates in business-related fields grew significantly at a national level (7.8%).

A professionally prepared market analysis (Hanover Research) supports strong viability for the DBA program within the tri-state area. The DBA program would be helpful for managers and business executives who want to advance their education and enhance their professional credentials.

In addition, a DBA is a credential that can be used to hire professors in colleges and universities, particularly in business schools. While a PhD has traditionally been the more common qualification for faculty positions, there is a subtle increase of universities and colleges hiring professors with DBA degrees. This trend reflects the practical and industry-oriented focus of DBA programs, which can bring real-world experience and expertise to academia.

PROPOSAL
Prospective students for this DBA program represent a mix of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily be comprised of international students, with a particular focus on recruitment from countries like China and India, aligning with our initial emphasis on international outreach. The program is appealing to international students as it offers them the opportunity to earn a prestigious DBA degree in the United States. Simultaneously, we are actively recruiting domestic students for the program, with recruitment efforts led by the Dean and resident faculty members, facilitated through partnerships with other universities.

PRO FORMA
SUPPLEMENTAL DOCUMENTS

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

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

Southern Connecticut State University: School of Business
Doctorate in Business Administration

Purpose of the Program

The proposed Doctorate in Business Administration (DBA) is designed to meet the growing demand for advanced education in business resiliency, and business leadership in various management functions. With a focus on applied research and practical knowledge, the program aims:

- Through a STEM driven highly rigorous academic program, to produce business professionals equipped with a scientific and research-driven approach towards achieving business resiliency in a dynamic global environment;
- Through an experiential-based curricular paradigm, to develop collaborative consultative skills between students and business leaders needed to address complex and emerging challenges that global businesses, communities, and the larger world are challenged to deal; and
- Through the lens of both programmatic learning outcomes and contextual experiential-based learning outcomes, strengthen the synthesis of diverse and innovative methods, approaches, and best practices in ways that offer solutions that bridge the gaps between theory and practice, drive innovation, enhance organizational effectiveness, contribute to the economic development of the region in the context of lifelong learning and comparative and alternative shared research methodologies.

Distinguishable Program Features

The DBA with an emphasis in business resiliency is:

- STEM aligned, in keeping with the critical competencies that drive business development, scientific methodologies, and data driven decision making;
- Experiential and Project-based, towards ensuring that knowledge is transformed into effective practice in the context of industry and community supported existing and emerging challenges;
- Attendant to both programmatic and experiential-based contextual learning goals that promote lifelong learning, the development of corporate-student interaction, and comparative learning and research immersion; among others;
- Integrated by way of academic, corporate and cultural immersion activities to promote and provide a robust context through which the DBA research efforts and outcomes can be applied; and
- Highly competitive in program length.

Doctorate in Business Administration - Preeminence, Distinguishability, and Inspirational

The DBA has been chosen for its emphasis on applied research and the direct relevance of its curriculum to the needs of the business community and the leadership that doctoral students offer to the region and the world at large. Unlike a traditional Ph.D. program, the DBA is practitioner-focused, aligning with the mission of SCSU to serve as an engine of economic and social development, and provides participant stakeholders opportunities to integrate knowledge and competences in ways that position the School of Business as Preeminent, Distinguishable, and Inspirational. The program's structure integrates advanced coursework with a robust research component, providing students with the tools to address real-world business challenges. This ensures that graduates not only contribute to academic knowledge but also bring valuable insights and solutions to the professional realm.

Value Proposition: Connecticut State University System

The introduction and delivery of a doctoral-level business program – the DBA program at SCSU – will:
- Enhance the university's reputation and position it as a hub for advanced business education;
- Attract high-caliber faculty interested in supporting advanced academic programs with strong industry ties;
- Strengthen opportunities to leverage global enrollment opportunities – and underrepresented market in the CSU system;
- Contribute to the scholarly environment and promote collaborative research opportunities with partner institutions;
- Demonstrate thought lead ship by servicing an emerging and critical educational need in the global ecosystem – namely – resiliency;
- Create a pipeline of highly qualified professionals with doctorates in business administration; and
- Through its research component, strengthen opportunities for SCSU faculty members to build reputational capital across the global academic and professional business landscapes.

Value Proposition: New Haven Community

The DBA program will have a profound impact on the New Haven community by fostering collaboration between academia and local businesses. Graduates will develop and possess the expertise to address pressing challenges faced by the business community, driving innovation and economic growth. Additionally, the program will encourage partnerships with local businesses, providing opportunities for applied research projects and internships. This engagement will strengthen the connection between the university and the community, creating a mutually beneficial relationship that contributes to the prosperity of New Haven. By producing skilled business leaders, fostering academic-industry collaboration, and contributing to economic development, the DBA program at SCSU aims to be a catalyst for positive change in the region.

Connecticut State Employment Market

Enrollees in the DBA at SCSU can anticipate diverse opportunities in wholesale, manufacturing, health services,

and operations management. Employers like KPMG, Yale University, Oracle, Compass Group among others[1] value DBA graduates for their research-driven skills, positioning them to play pivotal roles in building resilience for Connecticut businesses.

Comparables

Resiliency is an emerging area of study, and practices that impacts on individuals, communities, corporations and all other stakeholder sectors of the global community. Fueled by the transformative and negative ramifications of COVID-19, resiliency is emerging at the highest quality best-practice institutions in a variety of formats. The School of Business intends to integrate the CSU system into this roadmap by way of its DBA program with an emphasis in resiliency. Sample comparables across multiple formats include:

- Penn Resilience Program and PERMA workshops: https://ppc.sas.upenn.edu/services/penn-resilience-training
- Best in Resilience Certification: https://bestinresilience.com/
- Northeastern Resilience Institute: https://globalresilience.northeastern.edu/
- Harvard Master's Degree: https://www.gsd.harvard.edu/master-in-design-studies-mdes-pre-fall-2021/risk-and-resilience/

Resilience is also noted as a critical emerging area of importance; as documented by:

- Harvard Business Review: https://www.gsd.harvard.edu/master-in-design-studies-mdes-pre-fall-2021/risk-and-resilience/
- McKinsey: https://www.mckinsey.com/capabilities/risk-and-resilience/our-insights/a-technology-survival-guide-for-resilience
- Oracle: https://www.oracle.com/corporate/security-practices/corporate/resilience-management/business-continuity.html
- Forbes: https://www.forbes.com/sites/jimpurcell/2020/09/14/resilience-the-key-to-future-business-success/?sh=49f32dba5fde

The introduction of a DBA with an emphasis on resiliency fills a gap in the current portfolio of offerings, complements best practices at the finest educational institutions, addresses an obvious corporate priority, and has an existing enrollment market in the global ecosystem for sustainable enrollment purposes.

Recruiting: Partner Universities

Outside of local enrollment, the School of Business strategy is to leverage the blue ocean of schools that are in India, with secondary markets in China, Abu Dhabi, and other international locations. We are anticipating enrollment to launch the program to be driven by stablished contacts in India. To effectively recruit students for the Doctorate in Business Administration program at the School of Business, Southern Connecticut State University, our strategy includes:

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[1] Labor Market Information

1. Preliminary digital and virtual outreach to selected schools for which prior collaboration through contacts that have previously been established. This will result in a critical mass of universities that are both interested and willing to promote the DBA and actively recruit students (Completed/March 2024);
2. Recruitment through our Ed Tech partner (Great Learning) through which we have launched several prior academic program enrollment, elsewhere, with great success (Verbal Agreement in place – formal agreement pending program approval), and
3. Extensive outreach to global universities, following on (1), above, to expand the set of partner universities, and mobilized by the School of Business Associate Dean. Specifically:
    4. The Associate Dean, towards spearheading sustainable efforts to solidify expanded partnerships, will be personally visiting selected institutions during Summer 2024. These include universities in (1), above, as well as additional universities. This personalized hands-on approach demonstrates a commitment to fostering meaningful relationships and advancing collaboration initiatives. Visited schools include those for which we have prior established contacts and collaborations, among others;
    5. During these visits, the Associate Dean will engage in discussions with key stakeholders, faculty members, and potential students, promoting interest in the Doctorate in Business Administration program and highlighting the benefits of joining Southern Connecticut State University's academic community; and
    6. By actively engaging with partner institutions, the Associate Dean aims to establish new partnerships and strengthen existing connections, explore new avenues for collaboration, and attract top-tier talent to the program, ultimately enhancing its global reputation and academic excellence.

Our preliminary outreach, already concluded, has resulted in a demonstrated list of global universities that have a specific interest in sending their students and graduates to the School of Business DBA. Of course, a formal MOU is not possible until the State of Connecticut has approved the program. Our current list of validated/interested partners includes but is not limited to:
1. Universidad del Desarrollo: Bienvenido a la UDD, Chile
2. Hangzhou Medical College, China
3. QUT University, China
4. Aurora Group of Institutions, India
5. Bharathidasan University, India
6. Cauvery College for Women, India
7. Christ University, India
8. Dayanand Sagar University, India
9. ICFAI Business School, India
10. Indian School of Business, India
11. Institute of Public Enterprise, India
12. Jawaharlal Nehru Technological University, India
13. Mahindra University, India
14. Narayanamma Institute of Technology, India
15. Nirma University, India
16. R.G. Kedia College of Commerce, India
17. SRM University, India
18. Abu Dhabi University, United Arab Emirates Ashoka Business School, United Arab Emirates
19. School of Business, Liverpool John Moores University (LJMU), United Kingdom

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: November 22, 2023

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2021; 2023 substantive change approved to move to the higher level of offering professional doctoral programs (see attached)

Program Characteristics

Name of Program: Doctorate in Business Administration

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

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

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

Anticipated Program Initiation Date: Summer 2024

Anticipated Date of First Graduation: Fall 2026

Total # Credits in Program: 51

   # Credits in Program Core Courses: 39

   From "Total # Cr in the Program" above, #Cr that are part of/belong in an already approved program(s) at the institution:12 from MBA (Master of Business Administration)

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 years

CIP Code Number: 52.0201 Title of CIP Code: Business Administration and Management, General

Department where program is housed: The School of Business

Location Offering the Program *(e.g., main campus)*: Main campus

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

https://inside.southernct.edu/onestop/bill-payment/tuition-fees

for SAA Approval for Veterans Benefits?☒ YES ☐

Program website: https://www.southernct.edu/business

Provide the intended catalog description for this program:
The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers.

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

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Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB, 2028
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: NA
  - confirm NC-SARA requirements met: ☐ Yes ☐ No ☒ NA

(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: Robert Prezant Title: Provost & Vice President for Academic Affairs
Phone: 203-392-5350

Email: prezantr1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 9/29/2023

- Curriculum committee: 11/20/2023

- Faculty senate: 11/20/2023

- Institutional president: 11/20/2023

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

Program's purpose:

To further the goals of both working professionals and academics who aim to lead and teach in the field of organizational resiliency, and to prepare for leadership roles in highly volatile periods that can challenge an organization's viability. The program is designed to enable students to progress beyond the master's level and to provide guidance in initiating and executing a research agenda.

The program aims to enhance the institution's reputation in national and global business communities. This positioning places the School of Business and SCSU as leaders in providing high- quality education and service to doctoral-level students, both domestically and abroad.

Meeting students' educational goals and career objectives:

The proposed Doctorate in Business Administration (DBA) program would effectively meet students' educational goals and career objectives through a combination of rigorous academic content, research opportunities, and professional mentoring/coaching. Students who take full advantage of these offerings will be well-positioned to achieve their educational and career objectives.

Relevant national or local educational trends:

Nationally, there is a growing emphasis on interdisciplinary education. DBA programs are incorporating aspects of fields like data analytics, technology management, and resiliency into their curriculum to prepare graduates for a rapidly changing business landscape.

The emphasis on resiliency as a curricular context is contemporary and relevant in the emerging global ecosystem.

In addition, DBA programs incorporate global perspectives by encouraging international experiences and addressing global business strategies, reflecting the dynamic nature of the business world.

Faculty expertise and commitment:

Faculty expertise and commitment are critical for the success of our DBA program. At SCSU, our faculty members who will teach in the program demonstrate their expertise and commitment in the following ways:

- Academic Qualifications: They hold relevant doctoral degrees, such as PhDs or DBAs, in closely related fields of business administration.
- Research Excellence: They have a strong track record of research, including publications in peer-reviewed journals and contributions to the academic field.
- Practical Experience: In addition to their academic qualifications, our faculty members bring valuable practical experience from the business world, enriching the learning experience with real-world insights.
- Consistent with AACSB Accreditation Standards, emphasis will be placed on faculty deployment that accentuates the Scholarly Academic (SA) classification of engaged faculty members.

Detailed credentials of our faculty members can be found in Section 6.

Relevant specific institutional strengths and/or distinctive attributes:

SCSU was recently approved at the level of conferring professional doctoral degrees (October 2023). Southern has a strong commitment to international outreach efforts, establishing itself as a leader in fostering global connections within the CSCU system. This commitment is reinforced by the state-of-the-art facilities in the new School of Business building, as well as our AACSB accreditation, which provides an effective environment for our faculty members to teach business resiliency.

Program to the mission of the institution and CSCU:

The DBA program will broaden the School of Business's program offerings, aligning with the University's commitment to diversity, participation, and inclusion, and will extend beyond a local and domestic market.

The impact of the program on the institution:

The proposed DBA program will likely increase enrollment, contribute to the School and University reputational capital, and contribute to the brand of the School in terms of attendance to relevant and emerging issues in the corporate and community ecosystem, worldwide.

Potential quality of the proposed program in relation to comparable programs within and outside CSCU:
At present, the proposed DBA program would be the only such option within the Connecticut Public University system.

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 proposed program will meet the growing demand for doctoral degrees. EMSI research estimated that the need for individuals with a doctoral degree is projected to grow by 8% between 2019 and 2024. Top hiring companies for such doctoral-level candidates include companies like Intel (hiring 191 doctoral-qualified employees), AstraZeneca (hiring 170) and E&Y (hiring 158) between 2019-2020. Between 2014 and 2018, the number of doctoral graduates in business-related fields grew significantly at a national level (7.8%).

A professionally prepared market analysis (Hanover Research) supports strong viability for the DBA program within the tri-state area. The DBA program would be helpful for managers and business executives who want to advance their education and enhance their professional credentials. In addition, we foresee a strong demand for this program among international students.

A DBA is a credential that can be used to hire professors in colleges and universities, particularly in business schools. While a PhD has traditionally been the more common qualification for faculty positions, there is a subtle increase of universities and colleges hiring professors with DBA degrees. This trend reflects the practical and industry-oriented focus of DBA programs, which can bring real-world experience and expertise to academia. We find a blend of faculty members possessing both PhDs and DBAs in departments.

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.

11-1021	General and Operations Manager	$150,930 (Connecticut in 2022)
13-1111	Management Analysts	$105,650 (CT, 2022)
11-9033	Postsecondary Education Administrator	$128,050 (CT, 2022)

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.

55	Management of Companies and Enterprises
61	Educational Services
54	Professional, Scientific, and Technical Services

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:

No similar programs exist at SCSU.

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? NA
- Are there plans to discontinue any of the existing similar programs? NA
- What is the value added of the proposed program in relation to the existing programs? NA

  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*): NA

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: No similar programs exist in other CSCU institutions.

- ***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: NA

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 expected student enrollment total is 45, with 12 students projected to complete the program over the first three years. The enrollment numbers account for an attrition rate of one student per cohort.

1. Program consists of 51 Credits taken over 4 semesters.

2. Of the 51 credits, 12 are pre-requisites and can be waived if appropriate. The revenue calculations above reflect 39 credits taken over 4 traditional semesters: 9+9+9+12=39

3. The length of the program can be extended if students need to take any of the pre-requisites.

| 4. | For purposes of simplified comparison, revenue & expense numbers DO NOT reflect annual inflation |

| 5. | Analysis assumes attrition rate of 2 students per new cohort at the end of their first academic year. |

| 6. | An Administrative Chair for this program, in the form of release time, IS NOT being requested at this time. If enrollment growth is considerable after the 3rd year of the program, we can revisit this again at that time. |

There are NO additional Full-time Faculty positions being requested. Currently, there are some School of Business faculty members who are not teaching a full load of credits per semester. This excess teaching capacity will be redistributed over the teaching requirements in the SoB, which will allow qualified faculty who are already on our payroll, to teach in our DBA program. In compliance with AAUP Bargaining Unit requirements, faculty remain on our payroll even if they do not have a full-time credit load to teach. From a Finance perspective, this makes them a FIXED cost. Therefore, there is NO INCREMENTAL teaching cost being incurred as a result of the DBA program. The SoB faculty would remain on our payroll, being underutilized, whether the DBA Program is approved or not.

| 7. | |

| 8. | There aren't any adjuncts being requested for this program. All teaching will be provided by full-time faculty, as explained in #7 above. |

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)*:

Prospective students for this DBA program represent a mix of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily be comprised of international students, with a particular focus on recruitment from countries like China and India, aligning with our initial emphasis on

international outreach. The program is appealing to international students as it offers them the opportunity to earn a prestigious DBA degree in the United States. Simultaneously, we are actively recruiting domestic students for the program, with recruitment efforts led by the Dean and resident faculty members, facilitated through partnerships with other universities.

Student Recruitment / Student Engagement

Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Our marketing efforts will include promotional online materials sent directly to targeted universities and businesses, along with webpage and social media exposure. Additionally, all students in the program will have personalized academic advisement. Furthermore, the Associate Dean of the School of Business plans to travel to India to meet with prospective students and recruit from companies and universities that can provide pipelines.

What student engagement strategies will be employed to advance student retention and completion in program?

The program will provide a support system to help students with any language barriers and assist them in adjusting to the campus culture. In addition, faculty members will work closely with students to identify the enabling courses that best align with their individual needs for success.

The Director of the Office of International Education (OIE) at SCSU has been advising us on international students' visa issues, and we will continue to work closely with the OIE.

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 degree program requires the completion of fifty-one (51) credit hours, including the option to waive up to 12 credits. To be admitted, a student must hold a graduate degree (either an MBA or any other graduate degree) and have a minimum GPA of 3.2 from their prior graduate studies. Students with degrees that were earned more than five years before the date of the application may submit recent standardized test results (e.g. GMAT) or professional work experience to supplement their eligibility.

Graduation Requirements

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

If yes, describe:

Students will complete a doctoral dissertation to accomplish program objectives before they graduate. Academic advisors provide dissertation guidelines and requirements to help students successfully graduate.

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:

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.

General Learning Goals (G)

G1. Demonstrate the disposition and skills commensurate with purposeful learning, to ensure a lifelong learning mindset.

G2. Identify, locate, evaluate, and effectively use information for a problem at hand.

Managerial Learning Goals (M)

M1. Design, Analyze and Evaluate a strategy or approach towards addressing a current and authentic business resiliency issue.

M2. Successfully synthesize and transfer learning experiences to new, complex situations.

M3. Use technology as an effective decision support tool towards resolving a relevant problem at hand.

Assessment of Learning Outcomes

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

To measure the program learning outcomes, assessment rubrics will be employed. The following rubric example offers a set of criteria and performance levels. Scores reflect the validation of learning outcomes aligned with the associated learning goals. All scores are on a scale of 1-5 (1: poor, 2: fair, 3: good, 4: very good, 5: excellent).

Example:

2G: Identify, locate, evaluate, and effectively use information for a problem at hand.

- Determine the Extent of Information Needed: Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.

- Access the Needed Information: Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.

- Evaluate Information and its Sources Critically: Identifies own and others' assumptions and several relevant contexts when presenting a position.

- Use Information Effectively to Accomplish a Specific Purpose: Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.

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			
*ACC 801 Accounting Research on Business Resilience	2G, 1M, 2M, 3M	MBA 506, DBA 805	3
*BIS 801 Management Information Systems for Business Resilience	1G, 2G, 1M, 2M, 3M	MBA 517	3
*ECO 801 Applied Econometrics	1G, 2G, 1M, 2M, 3M,	MBA 502	3
*DBA 801 Foundation of Business Resilience	2G, 1M, 2M, 3M		3
*DBA 802 Understanding and Improving Resilient Supply Chain	2G, 1M, 3M		3

*DBA 803 Resilient Multinationals and Its Strategies	2G, 1M, 2M, 3M,	MBA 542	3
*DBA 805 Research Methods	1G, 2G, 1M, 2M, 3M	MBA 502	3
*DBA 910 Applied Research I	2G, 3M, 2M		3
*DBA 920 Applied Research II	2G, 1M, 3M		3
*DBA 930 Directed Research	2G, 1M, 3M	DBA 920	3
*FIN 801 Business Intelligence and Financial Resilience	2G, 1M, 2M, 3M,	MBA 558	3
*MGT 801 Dynamic Organizational Resilience	1G, 2G, 1M, 2M, 3M	MBA 504	3
*MKT 801 Enhancing Business Resiliency through Marketing Research	2G, 1M 2M, 3M	MBA 505	3
Core Course Prerequisites			
MBA 502 Statistical Decision Making			1.5
MBA 504 Organizational Behavior			1.5
MBA 505 Marketing Management			1.5
MBA 506 Financial and Managerial Accounting			1.5
MBA 517 Information Systems Strategy			1.5
MBA 542 Global Business			1.5
MBA 548 Business Process Excellence			1.5
MBA 558 FinTech I: Introduction to FinTech			1.5
General Education Courses			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits (must match number of credits reported on page 1)**:**			51

The DBA program, lasting 15 to 24 months (about 2 years), will consist of 51 total credits. Students with an MBA degree may waive up to 12 credits from the total 51 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:

- 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: Because the proposed program is at the doctoral level, it is not relevant.
- 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 associates degree, accelerated pathways from bachelors to masters, etc.):

NA

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:

Using success indicators such as enrollment numbers, student retention rates, graduation rates, and student satisfaction surveys, we will perform periodic program assessments and compare them against institutional benchmarks to assess the program's effectiveness. We will ensure that the program complies with AACSB accreditation standards and requirements.

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?

The program director will actively review enrollment and retention data and address any inequitable issues in the program at each stage (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.

We will implement recruitment strategies to attract a diverse pool of applicants, which includes providing financial aid options and scholarships to ensure affordability for economically disadvantaged students. In addition, we will offer support services including mentoring and career advising to address specific needs.

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

We will communicate the progress and results of equity initiatives to institutional leaders accountable for achieving equitable outcomes. We will continuously monitor the impact of interventions and adjust strategies as needed.

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.

This program does not require any new faculty hires; all coursework can be taught completely using existing faculty capacity. Additionally, the new School of Business building includes state-of-the-art facilities, including computer labs, a behavioral lab, and a Business Research Center, all of which could be used to support this program.

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 need for special resources.

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): Lynn Kwak, Ph.D, Phone: 203-392-6209, kwake1@southernct.edu

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: 6 credits/semester

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? Zero (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*) NA

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*) NA

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

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

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
Abugri, Benjamin Professor	University of Texas, Rio Grande Valley Ph. D	Finance	MBA Director
Chung, Hanyong Assistant Professor	Drexel University Ph. D	Accounting	
Kim, Younjun Associate Professor	Iowa State University Ph. D	Economics	
Kwak, Lynn Professor	Florida State University Ph. D	Marketing	Chairperson
Muthuraj, Birasnav Professor	Indian Institute of Technology Ph. D	Management	
Patalinghug, Jason Associate Professor	University of Connecticut Ph. D	Economics	
Robbins, Gregory Associate Professor	Columbia University Ph. D	Management	
Toskin, Katarzyna Associate Professor	University of Florida DBA	Business Information System	
Thorson, James Professor	University of Illinois at Chicago Ph. D	Economics	

Application for **New Program Approval**

*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)

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

SOUTHERN CONNECTICUT STATE UNIVERSITY
Doctoral In Business Administration

The FY25 Full-time tuition rate per semester is $ 13,320

This $13,320 per semester consists of the approved Per Credit rate (aka our Part-Time rate) we charge for our Doctoral Programs (which up until now have all been taken on a Part-Time basis) times 9 credits, which is the usual full time credit load of graduate programs. There will be no additional charges assessed if the student wishes to take more than 9 credits in a semester. However, should a student take fewer than 9 credits in any given semester, they will be charged the approved part-time per credit Doctoral rate times the number of credits they are taking.

PROJECTED Enrollment	FY 2025				FY 2026				FY 2027			
	Fall Semester 2024		Spring Semester 2025		Fall Semester 2025		Spring Semester 2026		Fall Semester 2026		Spring Semester 2027	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)												
New Students (first time matriculating)	10.00				12.00				14.00			
Continuing Students progressing to credential			10.00		8.00		20.00		10.00		24.00	
Headcount Enrollment	10.00		10.00		20.00		20.00	-	24.00	-	24.00	-
Total Estimated FTE per Year	0.83				1.60				2.00			

PROJECTED Program Revenue	FY 2025				FY 2026				FY 2027			
	Fall Semester 2024		Spring Semester 2025		Fall Semester 2025		Spring Semester 2026		Fall Semester 2026		Spring Semester 2027	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition	$ 133,200		$ 133,200		$ 266,400		$ 266,400		$ 319,680		$ 319,680	
Tuition from Internal Transfer												
Program Specific Fees (lab fees, etc.)												
Other Revenue (annotate in narrative)												
Total Annual Program Revenue			$ 266,400				$ 532,800				$ 639,360	

PROJECTED Program Expenditures	FY 2025	FY2026	FY2027	
Administration (Chair or Coordinator) - 3 credits per semester	0	36,673	36,673	1. Program consists of 51 Credits taken over 4 semesters.
Fringe on Coordinator		10,496	10,496	2. Of the 51 credits, 12 are pre-requisites and can be waived if appropriate. The revenue calculations above reflect the required 39 credits taken over 4 traditional semesters: 9+9+9+12=39
Faculty (Back Fill Adjunct)	45,000	52,500	52,500	3. The length of the program can be extended if students need to take any of the pre-requisites.
Fringe on Adjunct @ 10%	4,500	5,250	5,250	4. For purposes of simplified comparison, revenue & expense numbers DO NOT reflect annual inflation
Support Staff (Secretary .50 FTE third year, 1.00 FTE thereafter).			35,000	5. Analysis assumes attrition rate of 2 students per new cohort at the end of their first academic year.
Fringe on Secretary at 25%			8,750	6. An Administrative Chair for this program, in the form of release time, IS NOT being requested at this time. If enrollment growth warrants a need after the third year of the program, this issue will be revisited.
Graduate Assistant (lab, tutor, 20 hrs per week in Year 2, 2 GA's in Year 3)		$ 10,560	21,120	
Library Resources Program (Journal Titles: $12,000 plus Databases: $3,000)	$ 15,000	7,000	7,000	7. There are NO additional Full-time Faculty positions being requested. Some current School of Business faculty members will have their teaching loads redistributed within the SOB. This will allow qualified faculty who are already on our payroll to teach in our DBA program. Backfill coverage for the reassigned full time is calculated at the estimated FY25 Associate Professor Adjunct rate of $2,500 per credit. This is spread over the four semesters at 9,9,9 & 12 respectively.
Marketing / Advertising of DBA Program	10,000	12,000	12,000	
Marketing	10,000	12,000	15,000	
Miscellaneous Other Expenses (office supplies, travel/conferences, membership fees)	10,000	12,000	15,000	
Equipment (laptops)	2,000	2,000	2,000	
Contingency	5,000	10,000	15,000	
Overhead Estimate at 18%	17,460	27,852	38,033	
Total Expenditures Per Year	$ 118,960	$ 198,331	$ 273,822	
Annual Projected Surplus / Deficit	$ 147,440	$ 334,469	$ 365,538	

The <mark>Doctorate in Business Administration</mark>, Masters in Data Science, Bachelors in Behavioral Neuroscience, and Bachelors of Arts in Teaching English to Speakers of Other Languages (TESOL) <mark>align with our budget mitigation plans in that they are designed to and will generate significant enrollment and hence revenue. All are in high demand areas and all have strong opportunities post-degree. None of these program require new faculty or new facilities.</mark>

Expectations for attracting students are high, with the DBA expected to attract significant cohorts of international students. While no new facilities or faculty members are requested or required at this time, significant growth of any of these programs would be reviewed in 3-5 years to determine needs at that time for consideration of growth related needs

The summaries below are extracted from the four distinct proposals already approved by Academic Council. Specific language associated with the enrollment and revenue positive aspects of the programs is underlined.

<mark>DBA</mark>: SCSU was recently approved at the level of conferring professional doctoral degrees (October 2023). A professionally prepared <u>market analysis (Hanover Research) supports a positive viability for the DBA program within the tri-state area</u>. The program aims to enhance the institution's reputation in national and global business communities. This positioning places the School of Business and SCSU as leaders in providing high- quality education and service to doctoral-level students, both domestically and abroad. Southern has a strong commitment to international outreach efforts, establishing itself as a leader in fostering global connections within the CSCU system. This commitment is reinforced by the state-of-the-art facilities in the new School of Business building, as well as our AACSB accreditation, which provides an effective environment for our faculty members to teach business resiliency. The proposed DBA program will likely increase enrollment, contribute to the School and University reputational capital, and contribute to the brand of the School in terms of attendance to relevant and emerging issues in the corporate and community ecosystem, worldwide. The <u>expected student enrollment total is 45, very strong for a new doctoral program, with 12 students projected to complete the program over the first three years.</u> The enrollment numbers account for an attrition rate of one student per cohort. Prospective students for this DBA program represent a mix of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily be comprised of international students, with a particular focus on recruitment from countries like China and India, aligning with our initial emphasis on international outreach. The program is appealing to international students as it offers them the opportunity to earn a prestigious DBA degree in the United States. Simultaneously, we are actively recruiting domestic students for the program, with recruitment efforts led by the Dean and resident faculty members, facilitated through partnerships with other universities. <u>This program does not require any new faculty hires; all coursework can be taught completely using existing faculty capacity. Additionally, the new School of Business building includes state-of-the-art facilities, including computer labs, a behavioral lab, and a Business Research Center, all of which could be used to support this program.</u>

The **Master's in Data Science** is an interdisciplinary program created by the departments of computer science and mathematics. It is designed to give students from diverse academic backgrounds the theoretical grounding and applied skills needed in our data-centric world. The program will specifically target working professionals in and around southern Connecticut, and will contribute directly to the technical development of the state's workforce.

In terms of faculty and curriculum, the proposed <u>program utilizes a wide variety of high-quality graduate classes available at SCSU offered by the Department of Mathematics and the Department of Computer</u>

Science. In addition, the program has leveraged the expertise of faculty in both departments in the creation of new data science specific courses for the MSDSC covering model deployment, natural language processing, reinforcement learning, statistical software programming, statistical learning, and applied statistics for data science. Courses in the proposed program will be taught by faculty with tremendous breadth and depth of experience in data science, statistics, programming, and applied mathematics; and who have published extensively; and who have a track-record of obtaining external funding.

The Bureau of Labor Statistics (BLS) is currently projecting a *conservative* 35% increase for data scientists between 2022 and 2032 with more than 59,400 new jobs predicted (data obtained from www.bls.gov). This rate of increase is dramatically higher than the average for all occupations. The online job site Glassdoor recently listed Data Scientist as its #3 most popular job with 10,071 openings nationally and a median base salary of $120,000, Machine Learning Engineer as #6 with 6,801 openings and a median base salary of $130,489, and Data Engineer as #7 with 11,821 openings and a median base salary of $113,960. Restricting searches to Connecticut only produces 283 open positions for Data Scientist, 106 for Data Engineer, 191 for Machine Learning Engineer, and 2,178 for Data Analytics. Expanding the search for Data Scientist to the Northeast (CT, RI, MA, VT, NH, ME, and NY) produces 3,618 positions (source: glassdoor.com, October 2022).

Area employers have expressed a desire to partner with Southern through the proposed MSDSC. For example, we are working with **Eversource** to develop internship and coop opportunities for our students. Eversource is particularly interested in bringing in master's level students and preparing them for eventual full-time positions in their data science division.

In creating enrollment projections, we have used a very conservative model. At present, we have 28 potential students in various stages of application for our current graduate certificates in data science or applied statistics, many of whom are interested in a master's degree. Assuming some of these students will opt for the MSDSC (if approved) and that we will obtain additional MSDSC specific applicants through local marketing efforts, a first cohort of 5 MSDSC students is assumed in FY 2025. Through continued marketing, word of mouth, and work with local business and industry over the ensuing year, a modest increase to 7 students is assumed for the second cohort in FY 2026. Similarly, we anticipate a third cohort of 10 students starting in FY 2027. Allowing for some attrition due to changes in work and family, we anticipate 3 students from the first cohort completing the program, 5 from the second, and 8 from the third, for a total of 16 completers over the first three cohorts (though as the third cohort would nominally finish in FY 2028, we would anticipate 8 students completing the program in the first 3 program years). Under these projections and considering that the proposed MSDSC will need no additional resources and require only minor expenditures, we are forecasting surpluses of $32k, $87k, and $150k over the first 3 programs years, respectively.

Over the period FY 2024 – FY 2026, the proposed program will need no additional resources, and will require only minor expenditures that will be offset by gains in enrollment revenue.

This is a revenue positive proposal. No new hires are required. Using an **extremely conservative enrollment model**, SCSU is projecting modest and attainable enrollment over the first three years of the proposed program. An initial enrollment of 5 students is anticipated in the Fall of 2024, with the earliest projected graduation date being Spring 2026. Enrollment will be positively affected by the efforts of SCSU's marketing team and Office of Institutional Advancement, both of which are committed to providing outreach and promotion in support of the program.

Behavioral Neuroscience (BNS), an interdisciplinary major that combines Psychology and Biology with supplemental courses in physics and chemistry, is ever increasing in popularity and is available as a program of study in at least 6 Connecticut colleges or universities, **but none of the CSU's.** Students with interests in neuroscience, the biological basis of behavior, psychology as a science, medical or healthcare studies, research, and biotechnology will be well-served by this new program. This new major serves both an immediate need, given our student interests, and will serve as a recruiting tool, as the program aligns nicely with emerging industry trends and future job opportunities.

Nationally, undergraduate interest in Behavioral Neuroscience, or the neurosciences in general, has been steadily growing. A paper published in The Journal for Undergraduate Neuroscience and Education showed that, as of 2018, there were a total of 221 unique colleges or universities offering formal programs in the neurosciences, a number that had grown more than 40% from the previous 5 years (Rochon et al., 2019).   SCSU currently offers *all* of the required courses listed within this major and, more importantly, has a long-standing reputation of supporting undergraduate students in rigorous scientific research. Faculty in this newly developed program are not only conducting scientific research involving student researchers, but their work is distinctly neuroscience in nature. Graduates of the BNS major will be well prepared for applications and admissions to various graduate and professional degree programs, including Master and PhD level programs in Neuro-related fields along with medical programs, including M.D. and P.A. degrees.): Existing resources within the College of Arts and Sciences will be used including classrooms, laboratories, and equipment. All courses within the planned program are currently offered and taught by full-time faculty. No additional resources are being sought at this time, however, incremental support including additional faculty lines or release time to aid the Program Director may be requested at a later date, should enrollment exceed our expectations. We anticipate that the rollout of this program will result in some internal transfer from existing BIO and PSY majors into the BNS program. This shift, of 5+/-2 per year, will likely lessen with each passing term and no longer exist beyond year 3. Alternatively, we anticipate enrollment from outside SCSU to grow from year to year, with the lowest projected numbers in year 1, at 8 students, and plateau at roughly 10+/-5 by year 3. Enrollment will likely be highest from area high schools, 8 of which are currently offering 17 early college sections of 100- and 200- level BIO and PSY courses to their advanced junior and senior students.

BNS majors will be well-suited to advance to SCSU's existing graduate programs, namely M.S. in Biology and M.A. Psychology. Additionally, while there is no proposed 4+1 accelerated pathway in BNS, we would be open to moving a student to Biology or Psychology to pursue 4+1 option if they so desire.

In sum, given that the resources necessary to launch and maintain the proposed BNS program for, at least, the first 5 years are already housed within the university, both in terms of existing infrastructure and qualified faculty, it is unlikely that the program would not result in a net gain to the University's income. Existing resources, including classrooms, research and lab space, computers, and instructional materials, will be used in the development and execution of the BNS major. Additionally, we currently employ at least 6 faculty with graduate degrees or advanced training in neuroscience related fields.

As an undergraduate **TESOL** program, our primary goal is to equip our candidates with the knowledge and skills necessary to be effective teachers of multilingual learners. The research clearly indicates a strong and growing demand for qualified TESOL educators both regionally and globally. Globalization, increased international mobility, and the prominence of English as a global communication tool have heightened the need for skilled TESOL educators. Local schools, language centers, and international

institutions have expressed a pressing demand for educators who are equipped with the necessary knowledge and credentials to teach English to diverse learners. At this moment (August, 2023) in Connecticut alone, there are 14 ESL teacher positions that remain unfilled, 8 community college and adult education ESL instructor positions, and over 20 online ESL teaching jobs that are available.

Within Connecticut, the demand for TESOL educators is particularly pronounced. The multicultural demographics of our community, including a substantial population of English language learners, make the introduction of a TESOL program highly relevant. Local schools and educational institutions are eager to collaborate with our institution to address the linguistic needs of their students and provide them with quality language instruction. The number of multilingual learners (ML) (formerly known as English language learners) is sharply increasing in Connecticut. According to the State Department of Education, the ML population has grown by 24% since 2017. However, there is a persistent shortage of ESL teachers in the State which has been designating TESOL as an area of shortage for the past 12 years. Currently only two Connecticut universities (Fairfield University and Central CT State University) offer an initial certification program in TESOL, but only at the *graduate level*. Both programs require over 60 credits of course work. With TESOL being a designated shortage area and with the increasing number of immigrant students in CT over the past 20 years, it is desirable to offer an undergraduate teacher preparation program for working with Multilingual Leaners (ML) in the state.

The introduction of the BA in TESOL program is expected to lead to an increase in student enrollment. This is due to the growing demand for qualified TESOL educators both domestically and internationally. By offering a program that addresses the educational needs of diverse linguistic and cultural communities, SCSU will earn recognition as an institution that is responsive to the evolving needs of the educational landscape. This, in turn, will enhance the institution's reputation, both regionally and nationally, as an academic leader in teacher education and language instruction.

The expected student enrollment total is 30, with 7 students projected to complete the program over the first four years. The enrollment numbers account for an attrition rate of two student per cohort.
No new facilities or faculty are required.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Plastic Injection Molding Technology program leading to an Associate of Science degree (CIP Code: 15.0607, 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

CSCU Board of Regents

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION
Concerning

Approval of a New Program

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Plastic Injection Molding Technology program leading to a Certificate 3 (CIP Code: 15.0607, 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 AS program and new Certificate 3 in Plastic Injection Molding Technology at Connecticut State Community College.

Name of Institution	Connecticut State Community College
Name of Program/Certificate	Plastic Injection Molding Technology
CIP Code	15.1102
OHE# (Leave blank for new programs)	
Degree Level	AS Degree and Certificate 3
Number of Collegiate Credits	AS Degree 60 - 61 Certificate - 35
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 25% _ 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 development of the Plastic Injection Molding Technology program has been a collaborative effort with industry partners to develop curriculum content that directly aligns with the latest industry trends and demands. As part of this effort, the program has received machine sponsorships to support the technical needs and adjunct instructors who are immersed in the industry and able to share their knowledge with students so they will graduate with immediate employable skills.

Currently there are no for-credit Plastic Injection Molding programs in the state of CT. The market for plastic injection molding continues to grow due to increased spending, faster technological progress, the development of on-demand injection molding, and shorter supply chains through reshoring. However, reduced labor availability, especially in the United States, presents a challenge for injection molders. The Compound Annual Growth Rate for plastic injection is expected to be

between 3.5–5% between 2023 and 2028. The implementation of this program will provide a new training experience for those interested in manufacturing as well as fill a workforce gap for plastic injection employers.

The Plastic Injection Molding Technology A.S. degree program and Certificate introduce various molding techniques and types of mold injection components. Throughout this hands-on program, students become familiar with the injection molding process, covering both the underlying design principles and laboratory applications. The degree program features lectures and assigned reading designed to introduce students to the concepts and specifications of injection molding. OSHA 10 Certification and Lean Certification are embedded within the program; students obtain certification in those areas.

The Plastic Injection Molding Technology program at CT State Middlesex will be in a newly refurbished facility at Vinal Technical High School in Middletown, CT. The site also offers credentials in Advanced Manufacturing Machine Technology (AMMT) AS degree and a complementary 35-credit certificate. CT State Middlesex has requested equipment and/or machinery to support the AMMT and Plastic Injection Molding Technology programs via the 2024 Carl D. Perkins V Grant application. Additionally, Arburg (https://www.arburg.com/en/us/company/locations/) – one of the world's leading manufacturers of high-quality machines for plastics processing located in Rocky Hill, CT – has committed their full support of this program by 1) donating a fully functional injection molding machine and required accessories and 2) collaborating on the skills, knowledge, and abilities to develop a robust and industry relevant academic curriculum designed for immediate employment in the workforce upon program completion.

PRO FORMA – A.S. PROGRAM

PRO FORMA - CERTIFICATE

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.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – 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: **9/23**

Institution: CT State Community College Middlesex

Most Recent NECHE Institutional Accreditation Action and Date: **7/1/2023**

Program Characteristics

Name of Program: **Plastic Injection Molding Technology - A.S Degree**

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

Modality of Program *(check all that apply)*:　　On ground　　Online　　Hybrid, % of fully online courses **25%**

Locality of Program:　　On Campus　　Off Campus　　Both **Manufacturing Lab is located at Vinal Tech High School.**

Anticipated Program Initiation Date: **Fall 2024**

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

Total # Credits in Program: **60-61**

Credits in General Education: **21-22**

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

CIP Code Number: **15.0607**　　　　Title of CIP Code: **Plastics and Polymer Engineering Technology/Technician**

Department where program is housed: **CT State Community College, School of Engineering & Technology**

Location Offering the Program *(e.g., main campus)*: **CT State Middlesex (Vinal Tech High School, Middletown, CT)**

Provide estimated cost of program (tuition and fees): **$9,944** OR url for link to tuition/fee information:

Request for SAA Approval for Veterans Benefits?　　Yes　　No

Program website: https://ctstate.edu/engineering-technology

Provide the intended catalog description for this program:

The Plastic Injection Molding Technology A.S. degree program introduces various molding techniques and types of mold injection components. Throughout this hands-on program, students become familiar with the injection molding process, covering both the underlying design principles and laboratory applications. The degree program features lectures and assigned reading designed to introduce students to the concepts and specifications of injection molding. Students are exposed to the procedures associated with practical analyses of injection molding. This skill set can be applied to careers in injection molding.

Classroom lectures and assigned readings apply knowledge in a laboratory setting. Each lab introduces students to practical setup procedures, start-up, operation, and shutdown of injection molding machinery. The operation of actual machinery and use of practical molding techniques optimize students' experience within this degree program.

OSHA 10 Certification and Lean Certification are embedded within the program; students obtain certification in those areas.

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

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: **NA**
- If program prepares graduates eligibility to state/professional licensure,
  - 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)

Institutional Contact for this Proposal

Name: **Mike Stefanowicz**

Title: CT State CC, Executive Dean

Phone: (860) 612-7039

Email: mstefanowicz@commnet.edu

Name: **H. Justin Moore**

Title: CT State CC, Academic Dean, School of Engineering & Technology

Phone: 860-612-7048

Email: hmoore@commnet.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 03/22/2024
- Curriculum committee: 3/22/2024
- Faculty senate: NA
- Institutional president: NA

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:
  - o degree minors, concentrations, or specializations
  - o 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

Application for **New Program Approval**

The Plastic Injection Molding Technology A.S. program is designed to provide the education and experience necessary to prepare graduates for a career in plastics manufacturing. The development of the Plastic Injection Molding Technology program has been a collaborative effort with our industry partners to develop curriculum content that directly aligns with the latest industry trends and demands. As part of this effort, our program has received machine sponsorships to support the technical needs and adjunct instructors that are immersed in the industry and able to share their knowledge with our students so they will graduate with immediate employable skills. This is a benefit to our institution as well as our industry partners.

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)*

Currently there are no for-credit Plastic Injection Molding programs in the state of CT. Because of this, plastic manufacturers are experiencing an incredible hardship in finding skilled, ready-to-work, employees. The implementation of this program will provide a new training experience for those interested in manufacturing as well as fill a workforce gap for plastic injection employers.

Please see Appendix A (Plastics Industry in Need of Individuals.pdf submitted by Arburg Inc.)

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.

51-4070	Molders and Molding Machine Setters, Operators, and Tenders, Metal and Plastic	$19.31/hr $40,170/yr
51-4060	Model Makers and Patternmakers, Metal and Plastic	$27.70/hr $57,620/yr

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.

3261	Plastics Product Manufacturing
Click or tap here to enter text.	Click or tap here to enter text.

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 at CT State Middlesex.**
- *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? NA
- Are there plans to discontinue any of the existing similar programs? NA
- What is the value added of the proposed program in relation to the existing programs? NA
- 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*): NA

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: **To our knowledge, there are no other plastics and polymer engineering programs with the first 2-digit CIP code (15) currently offered within the CSCU system.**
- *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: NA

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.

We expect 10 FT and 5 PT students to enroll in year one, 12 new FT and 6 new PT students to enroll in year two, and 16 new FT and 10 new PT students to enroll in year three. These assumptions are based on historical data from advanced manufacturing training centers (6) located across the CT State landscape. The facility housing this program will be able to offer two cohorts of 16 students each based on existing square footage, machinery, and instructional space.

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 MFG and Plastic Injection Technology programs offered by CT State Middlesex (site located on the Vinal Technical High School campus – Middletown, CT) has developed an Industry Partner Advisory Board specific to the Plastic Injection Molding curriculum development. This group was formed in response to the shortage of skilled/employable plastics workers entering the workforce. A portion of prospective students will come directly from these manufacturing companies desiring additional training for their employees. Additionally, we will be working collaboratively with our industry partners, CT Technical High Schools (particularly Vinal Technical High School), and public schools to create dual enrollment pathways, workshops, and summer and career pathway programs serving as a pipeline to the program.**

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: **In addition to the recruitment initiatives described above, we will continue to reach out to local high schools and participate in career/college fairs. A comprehensive list of manufacturers engaged in plastic injection within CT and surrounding states has been generated to conduct an outreach campaign to inform industry of the opportunity to upskill incumbent workers. CT State Guided Pathways Advisors (GPAs) will be trained to inform**

> potential students of this new pathway, understand the proper schedule of coursework, the requirements needed to complete the program.

- What student engagement strategies will be employed to advance student retention and completion in program? **We will utilize our industry partners to provide hands-on experiences, shop tours, guest speakers, trained Guided Pathways Advisors, and implement academic interventions when a student or students are not meeting program and/or course expectations.**

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:

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. Identify the operational techniques used for various types of injections molding components.
2. Demonstrate setup, operation, and shutdown requirements associated with injection molding machinery.
3. Identify and document detailed mold specifications.
4. Identify specifications for mold feeding systems.
5. Identify and analyze parameters associated with materials used in injections molding processes.
6. Conduct flow analysis for injection molding systems.
7. Identify and document the undercut process and removal specifications.
8. Identify and document the specifications for plastic components and their designs.
9. Inspect and document defects in plastic parts.

Assessment of Learning Outcomes

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

Homework assignments, hands-on learning assessments using measuring, plastics equipment, quizzes, exams, and demonstrations using measuring (i.e., micrometers, dial calipers, and scales) and shop equipment.

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			
MFG 1479: Career Awareness for Manufacturing		None	1
MFG 1414: Quality and Lean Principles		None	3
MFG 1420: Metrology		None	3

Course		Prerequisites	Credits
MFG 1453: Benchwork		None	2
MFG 1467: Conventional Process Machining Lab OR MFG 1477: Machine Technology Fundamental		MATH 0988 or Instructor Permission	4
MFG 2439: Geometric Dimension & Tolerancing (GD&T)		EGR 1120 or MFG 1424	3
MFG 2444: CNC I		None	3
EGR 1120: Engineering Drawing Specs		None	3
CAD/MFG 2200: Parametric Design (SolidWorks)		None	3
MFG 1501: Introduction to Injection Molding Technology*	1,8	None	3
MFG 1502: Injection Molding Design Lab*	3,4,6	MFG 1501	4
MFG 1503: Injection Plastic Materials Lab*	5,6,7,8	MFG 1501	4
MFG 1504: Injection Mold Machine Setters*	2,4,7	MFG 1501	3
General Education Courses			
Written Communication I: ENG 1010: Composition		Placement	3
MAT 1000 or Higher: MATH 1002: Math for Science and Technology OR higher.		Placement	3
Arts and Humanities: Select from General Education List		Varies	3
Scientific Knowledge OR Scientific Reasoning: Select from General Education List		Varies	3-4
Social/Behavioral Science or Historical Knowledge: Select from General Education List		Varies	3
Written Communication II or Oral Communication: Select from General Education List		Varies	3
Continued Learning and Information Literacy: CCS 1001: College and Career Success		Varies	3
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits (must match number of credits reported on page 1)**:**			60-61

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop. **NA – proposed program does not transfer to CSCU 4-year institutions**. **A transfer pathway will be explored via the College of Technology Council in the near future.**

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: **This program is not designed for transfer to CSCU 4-year institutions. Follows the 21-credit Gen Ed at CT State.**
- 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 associates degree, accelerated pathways from bachelors to masters, etc.):

A 35-credit certificate is also being proposed to serve as a compliment to this AS degree program. The certificate will provide a pathway for incumbent workers to upskill and earn a relevant credential in a shorter amount of time relative to the AS degree.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

None

Program Evaluation

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

The Program Coordinator and site Director will oversee the new A.S. and certificate programs and will continue to advise students. The PC will work with the Guided Pathways Advisor assigned to the program to ensure that the GPA understands the requirements and will advise students appropriately. Program enrollment, and student retention, persistence, and completion rates will be reviewed on a semester-to-semester schedule to ensure program sustainability.

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?

o *Recruitment:* **1) Compare the demographics of applicants and those who were recruited or admitted to identify any disparities. 2) Measure the effectiveness of outreach programs targeting underrepresented groups. 3) Evaluate access to information about the institution and its programs across different demographics.**

o *Enrollment:* **1) Analyze admission rates for different demographic groups to identify any biases. 2) Examine the distribution of financial aid across demographics to ensure equitable access. 3) Assess whether certain programs or majors have disparities in enrollment based on demographic factors.**

o *Retention:* **1) Track retention rates for different demographic groups to identify any disparities in student persistence. 2) Evaluate the utilization of support services such as tutoring, counseling, or mentorship programs across demographics. 3) Analyze academic performance metrics (e.g., GPA) to identify any disparities in achievement and persistence.**

o *Completion:* **1) Compare graduation rates across different demographic groups to identify completion gaps. 2) Analyze the time it takes for students from different demographics to complete their degrees. 3) Assess the attainment of degrees (e.g., certificates, diplomas) across demographics to ensure equitable outcomes.**

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 *College Readiness Programs:* **Offer pre-college programs targeting underrepresented groups to provide academic enrichment, college preparation, and exposure to higher education environments.**

o *Targeted Recruitment Strategies:* **1) Implement targeted outreach efforts to high schools and communities with historically low rates of college attendance, including personalized communications, campus visits, and recruitment events. 2) Forge partnerships with community organizations serving underrepresented populations to facilitate outreach and recruitment efforts.**

o *Comprehensive Supports:* **Provide comprehensive academic advising (Guided Pathways) to support students throughout their academic journey, including guidance on course selection, study skills, and career planning.**

○ *Retention and Persistence Initiatives*: Develop early alert systems to identify students who may be at risk of academic difficulty or dropping out, allowing for timely intervention and support.

○ *Career Services and Professional Development*: Offer comprehensive career services, workshops, and networking events to support students in exploring career pathways, securing employment, and navigating post-graduation transitions.

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

○ *Identifying Root Causes:* Data analysis can help identify the underlying factors contributing to performance disparities, whether they stem from systemic barriers, access to resources, discrimination, or other factors. Understanding the root causes is essential for designing effective interventions.

○ *Developing Targeted Interventions:* The Program Coordinator and Director can collaborate with faculty, staff, and stakeholders to develop targeted interventions aimed at addressing the specific needs of marginalized or underrepresented student groups. These interventions may include academic support programs, mentorship initiatives, financial aid packages, or cultural competency training for faculty and staff.

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 Plastic Injection Molding Technology program offered by CT State Middlesex is in a newly refurbished facility at Vinal Technical High School in Middletown, CT. The site also offers credentials in Advanced Manufacturing Machine Technology (AMMT) Option 2 AS degree and a complimentary 35-credit certificate. 9 courses (25 credits) overlap the existing AMMT programs and the proposed Plastic Injection Molding Technology, which will not require additional equipment purchased through CT State budgets. One new FT faculty and two adjunct faculty are needed to instruct courses in the AMMT and Plastic Injection Molding Technology program. According to the accompanying PRO FORMA Budget, the program will reach financial viability by Year 3, which assumes no other incoming revenue from currently existing AMMT programs.

CT State Middlesex has requested equipment and/or machinery to support the AMMT and Plastic Injection Molding Technology programs via the 2024 Carl D. Perkins V Grant application. Additionally, Arburg (https://www.arburg.com/en/us/company/locations/) – one of the world's leading manufacturers of high-quality machines for plastics processing located in Rocky Hill, CT – has committed their full support of this program by 1) donating a fully functional injection molding machine and required accessories and 2) collaborating on the skills, knowledge, and abilities to develop a robust and industry relevant academic curriculum designed for immediate employment in the workforce upon program completion.

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*)

Facilities space currently exists on the Vinal Technical High School campus in Middletown, CT. The facility was recently refurbished to include instructional space, computer lab, and shopfloor. No special resources are needed. Those that are needed have been generously donated to the program by Arburg and some instructional machinery was purchased using Carl D. Perkins V grant funds. Please refer to the statement above.

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): **CT State Middlesex, Dir. of Advanced Manufacturing, Keith Carter, kcarter@mxcc.edu, 860-343-5759**

Academic Dean, School of Engineering & Technology, H. Justin Moore, hmoore@commnet.edu, 860-612-7048

Application for **New Program Approval**

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. Keith Carter, serving as the CT State Middlesex Director of Advanced Manufacturing, will be entrusted with overseeing the day-to-day operations of the Plastic Injection Molding Technology program. With extensive experience in the field of advanced manufacturing, Dr. Carter brings a wealth of expertise spanning various facets of the industry, including process optimization and quality control. His distinguished track record encompasses successful leadership roles within naval repair and manufacturing, as well as educational institutions. Throughout his career, Dr. Carter has been instrumental in spearheading initiatives aimed at fostering innovation and enhancing workforce development within the manufacturing domain. With his robust technical background and firm commitment to excellence, Dr. Keith Carter is extremely qualified to ensure the success and alignment of the Plastic Injection Molding Technology program with industry standards.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? **One (1)**

If any new full-time hires, what percentage of program credits will they teach? **40%**

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? **60%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **The adjunct faculty must have an AS degree and/or at least 5 years of relevant industry experience in Plastic Injection Molding processes.**

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
Dr. Keith Carter	PhD, Walden University	Educational Psychology	Program Director
To Be Hired	AS Degree of at least 5 years of relevant industry experience	Plastic Injection Molding	

***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)

ARBURG, Inc. 6 February 2023
Roland Kim – New England Regional Manager

<u>Plastics Industry in Need of Individuals</u>

The plastics industry is one of the least understood manufacturing segments in our country, yet it touches almost every aspect of our economy. While it can be debated the merits of plastics and its impact on the environment, we must recognize that we interact daily with parts made from plastic…such as:

- Plastic containers and caps for our food and drinks
- Electronic hardware – phones, printers, speakers, cables
- Automotive components - interior, exterior, and underhood manifolds
- Kitchen items
- Medical products - from diagnostic devices, test tubes, cell culture, minimally invasive surgical devices
- Industrial applications
- Consumer recreation

Our use of plastic continues to grow, unfortunately the work force supporting the Plastics Injection Molded industry has not. Most colleges do not offer a Plastics Engineering program, with only a handful of degreed programs in the US, and the Secondary Technical Education system is primarily focused on Trades (Electrical, Plumbing, Carpentry, Automotive) or Culinary Arts.

On-shoring of product once outsourced to Asia is a significant industry trend. In an effort to maintain a competitive advantage companies are seeking to automate and leverage the current technology advancements. However, most companies are missing the core expertise and labor depth within critical areas:

- Processing Plastics – Taking the plastic from the raw material to a functional end product. Understanding the complex injection molding process and the effects induced from the process…dimensional stability, material degradation and defects like "sinks" and "flash". Knowledge the type of polymer that is being molded (polypropylene, polyethylene, polystyrene, PVC, elastomeric, etc.) and how each must be melted and injected into a mold.
- Mold Design, Maintenance – Molds requires an understanding of how the plastic fills the mold, how the plastic part will release, the mechanical operation of the mold, and finally maintenance and high precision machining to ensure long life for of the mold.
- Mold Machine Maintenance - Molding machines are complex, high precision hydraulic and electric systems. The hydraulic system requires a deep knowledge of hydraulic pump and valve function as well as fluid flow. The electrical system uses servo motors and requires understanding of electrical theory using AC or DC electronics and control systems. General mechanical aptitude is important when handling the multitude of components on the machine.
- Automation – Similar to the requirements in molding machine maintenance, there is an additional layer of knowledge related to programming automation movements to manage the parts taken from the machine and additional processes such as labeling, vision inspection, quality measurements or packaging.
- Recycling and Sustainability – The plastics industry understands that it must expand the use of recycling in manufacturing. To support this effort the industry needs to talent can leverage a base in plastics processing and bulk material handling to ensure being sustainable can be effective long term.

In summary, the Plastics Industry is an area where an individual will be in demand, build a long term career, and grow professionally without the need of a college degree.

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: **CT State Middlesex** Program: **Plastic Injection Molding Technology AS Degree**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	10	5	3	2	0	0	10	5	4	3	0	0	11	6	5	4	0	0
Continuing Students progressing to credential			10	5			13	7	23	12	0	0	17	15	28	21	0	0
Headcount Enrollment	10	5	13	7	0	0	23	12	27	15	0	0	28	21	33	25	0	0
Total Estimated FTE per Year[1]						27						59						76.3

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]	26090	6655	33917	9317	0	0	60007	15972	70443	19965	0	0	73052	27951	86097	33275	0	0
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)	1750	875	2275	1225			8855	3900	10395	4875	0	0	10780	6825	12705	8125		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$82,104						$194,412						$258,810					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$53200	$54530	$55887
Faculty (Full-time, total for program)[4]	$50400	$51660	$52951
Faculty (Part-time, total for program)[4]	$96678	$99095	$101572
Support Staff (lab or grad assist, tutor)	$16503	$16916	$17339
Library Resources Program	0	0	0
Equipment (List in narrative)	0	0	0
Other[5]	0	0	0
Estimated Indirect Costs[6]	0	0	0
Total Expenditures per Year	$216781	$222201	$227749

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.

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

From:	Maduko, John
To:	Diamond, Aynsley J; Brown, Levy
Cc:	Davis, Kaylah
Subject:	Re: Presidential approval of new academic program
Date:	Saturday, April 27, 2024 9:53:08 AM
Attachments:	image001.png

Good Morning, Dr. Diamond,

Thank you for the email. I am confirming that the proposed new Plastic Injection Molding Technology AS degree program aligns with our Deficit Mitigation Plan and budgetary parameters.

Thank you,

JM

O. John Maduko, M.D.

He, Him, His
President
Office of the President

From: Diamond, Aynsley J
Sent: Thursday, April 25, 2024 3:56:21 PM
To: Maduko, John; Brown, Levy
Cc: Davis, Kaylah
Subject: Presidential approval of new academic program

Dear President Maduko,

I hope that the remaining weeks of your semester are going well. 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 April 5th, 2024) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Program
   a. CT STATE - AS – Plastic Injection Molding Technology

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

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: **9/23**

Institution: CT State Community College Middlesex
Most Recent NECHE Institutional Accreditation Action and Date: **7/1/2023**

Program Characteristics

Name of Program: **Plastic Injection Molding Technology - Certificate**

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

Locality of Program: On Campus   Off Campus   Both

Anticipated Program Initiation Date**: Fall 2024**

Anticipated Date of First Graduation: **Spring 2025**

Total # Credits in Program: **35**

Credits in General Education: **0**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **1**

CIP Code Number: **15.0607**   Title of CIP Code: **Plastics and Polymer Engineering Technology/Technician**

Department where program is housed: **CT State Community College, School of Engineering & Technology**

Location Offering the Program *(e.g., main campus)*: **CT State Middlesex (Vinal Tech High School, Middletown, CT)**

Provide estimated cost of program (tuition and fees): $ **$4,972** 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://ctstate.edu/engineering-technology**

Provide the intended catalog description for this program:

The Plastic Injection Molding Technology certificate introduces various molding techniques and types of mold injection components. Throughout this hands-on program, students become familiar with the injection molding process, covering both the underlying design principles and laboratory applications. This certificate features lectures and assigned reading designed to introduce students to the concepts and specifications of injection molding. Students are exposed to the procedures associated with practical analyses of injection molding. This skill set can be applied to careers in injection molding. Classroom lectures and assigned readings apply knowledge in a laboratory setting. Each lab introduces students to practical setup procedures, start-up, operation, and shutdown of injection molding machinery. The operation of actual machinery and use of practical molding techniques optimize students' experience within this certificate. OSHA 10 Certification and Lean Certification are embedded within this certificate; students obtain certification in those areas.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: **NA** 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: **NA**
- If program prepares graduates eligibility to state/professional licensure,

○ identify credential: **NA**
○ 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: CT State CC, Executive Dean
Phone: (860) 612-7039
Email: mstefanowicz@commnet.edu

Name: **H. Justin Moore**
Title: CT State CC, Academic Dean, School of Engineering & Technology
Phone: 860-612-7048
Email: hmoore@commnet.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 03/22/2024
- Curriculum committee: 3/22/2024
- Faculty senate: NA
- Institutional president: NA

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 Plastic Injection Molding Technology certificate is designed to provide the education and experience necessary to prepare completers for a career in plastics manufacturing. This certificate is a compliment to the proposed Plastic Injection Molding Technology AS degree.

The development of the Plastic Injection Molding Technology program has been a collaborative effort with our industry partners to develop curriculum content that directly aligns with the latest industry trends and demands. The market for plastic injection molding continues to grow due to increased spending, faster technological progress, the development of on-demand injection molding, and shorter supply chains through reshoring. However, reduced labor availability, especially in the United States, presents a challenge for injection molders. The Compound Annual Growth Rate for plastic injection is expected to be between 3.5–5% between 2023 and 2028.

This program has received industry donations in terms of machinery and injection molds to support technical skills training. Additionally, our industry partners have provided highly skilled and experienced individuals to serve as adjunct instructors, which are intimately involved in the plastics injection industry and are able to share their knowledge with students so they will graduate with immediately employable skills and training. This is a benefit to our institution as well as our industry partners.

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)*

Currently there are no for-credit Plastic Injection Molding programs in the state of CT. Because of this, plastic manufacturers are experiencing an incredible hardship in finding skilled, ready-to-work, employees. The implementation of this program will provide a new training experience for those interested in manufacturing as well as fill a workforce gap for plastic injection employers.

Please see Appendix A (Plastics Industry in Need of Individuals.pdf submitted by Arburg Inc.)

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
51-4070	Molders and Molding Machine Setters, Operators, and Tenders, Metal and Plastic	$19.31/hr $40,170/yr
51-4060	Model Makers and Patternmakers, Metal and Plastic	$27.70/hr $57,620/yr

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
3261	Plastics Product Manufacturing
Click or tap here to enter text.	Click or tap here to enter text.

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 at CT State Middlesex.**
- *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? NA
- Are there plans to discontinue any of the existing similar programs? NA
- What is the value added of the proposed program in relation to the existing programs? NA
- 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*): NA

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: **To our knowledge, there are no other plastics and polymer engineering programs with the first 2-digit CIP code (15) currently offered within the CSCU system.**

  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: NA

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.

We expect 2 FT and 5 PT students to enroll in year one, 3 new FT and 5 new PT students to enroll in year two, and 4 new FT and 5 new PT students to enroll in year three. These assumptions are based on historical data from advanced manufacturing training centers (6) located across the CT State landscape. The facility housing this program will be able to offer two cohorts of 16 students each based on existing square footage, machinery, and instructional space. Existing resources used to offer Plastic Injection Molding Technology AS degree will be used to offer this 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)*: **The MFG and Plastic Injection Technology programs offered by CT State Middlesex (site located on the Vinal Technical High School campus – Middletown, CT) has developed an Industry Partner Advisory Board specific to the Plastic Injection Molding curriculum development. This group was formed in response to the shortage of skilled/employable plastics workers entering the workforce. A portion of prospective students will come directly from these manufacturing companies desiring additional training for their employees. Additionally, we will be working collaboratively with**

our industry partners, CT Technical High Schools (particularly Vinal Technical High School), and public schools to create dual enrollment pathways, workshops, and summer and career pathway programs serving as a pipeline to the program.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: **In addition to the recruitment initiatives described above, we will continue to reach out to local high schools and participate in career/college fairs. A comprehensive list of manufacturers engaged in plastic injection within CT and surrounding states has been generated to conduct an outreach campaign to inform industry of the opportunity to upskill incumbent workers. CT State Guided Pathways Advisors (GPAs) will be trained to inform potential students of this new pathway, understand the proper schedule of coursework, the requirements needed to complete the program.**
- What student engagement strategies will be employed to advance student retention and completion in program? **We will utilize our industry partners to provide hands-on experiences, shop tours, guest speakers, trained Guided Pathways Advisors, and implement academic interventions when a student or students are not meeting program and/or course expectations.**

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:

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. **Identify the operational techniques used for various types of injections molding components.**
2. **Demonstrate setup, operation, and shutdown requirements associated with injection molding machinery.**
3. **Identify and document detailed mold specifications.**
4. **Identify specifications for mold feeding systems.**
5. **Identify and analyze parameters associated with materials used in injections molding processes.**
6. **Conduct flow analysis for injection molding systems.**
7. **Identify and document the undercut process and removal specifications.**
8. **Identify and document the specifications for plastic components and their designs.**
9. **Inspect and document defects in plastic parts.**

Assessment of Learning Outcomes

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

Homework assignments, hands-on learning assessments using measuring, plastics equipment, quizzes, exams, and demonstrations using measuring (i.e., micrometers, dial calipers, and scales) and shop equipment.

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

Application for **New Program Approval**

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			
MFG 1414: Quality and Lean Principles		None	3
MFG 1420: Metrology		None	3
MFG 1453: Benchwork		None	2
MFG 1467: Conventional Process Machining Lab OR MFG 1477: Machine Technology Fundamental		MATH 0988 or Instructor Permission	4
MFG 2439: Geometric Dimension & Tolerancing (GD&T)		EGR 1120 or MFG 1424	3
EGR 1120: Engineering Drawing Specs		None	3
CAD/MFG 2200: Parametric Design (SolidWorks)		None	3
MFG 1501: Introduction to Injection Molding Technology*	1,8	None	3
MFG 1502: Injection Molding Design Lab*	3,4,6	MFG 1501	4
MFG 1503: Injection Plastic Materials Lab*	5,6,7,8	MFG 1501	4
MFG 1504: Injection Mold Machine Setters*	2,4,7	MFG 1501	3
General Education Courses			
*New Courses			
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits (must match number of credits reported on page 1)**:**			35

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop. **NA – proposed program does not transfer to CSCU 4-year institutions**. **A transfer pathway will be explored via the College of Technology Council in the near future.**

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: **This program is not designed for transfer to CSCU 4-year institutions. Follows the 21-credit Gen Ed at CT State.**
- 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 associates degree, accelerated pathways from bachelors to masters, etc.):

This certificate is stackable to Advanced Manufacturing and Precision Manufacturing AS degree programs.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

None

Program Evaluation

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

The Program Coordinator and site Director will oversee the new A.S. and certificate programs and will continue to advise students. The PC will work with the Guided Pathways Advisor assigned to the program to ensure that the GPA understands the requirements and will advise students appropriately. Program enrollment, and student retention, persistence, and completion rates will be reviewed on a semester-to-semester schedule to ensure program sustainability.

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?

o *Recruitment:* **1) Compare the demographics of applicants and those who were recruited or admitted to identify any disparities. 2) Measure the effectiveness of outreach programs targeting underrepresented groups. 3) Evaluate access to information about the institution and its programs across different demographics.**

o *Enrollment:* **1) Analyze admission rates for different demographic groups to identify any biases. 2) Examine the distribution of financial aid across demographics to ensure equitable access. 3) Assess whether certain programs or majors have disparities in enrollment based on demographic factors.**

o *Retention:* **1) Track retention rates for different demographic groups to identify any disparities in student persistence. 2) Evaluate the utilization of support services such as tutoring, counseling, or mentorship programs across demographics. 3) Analyze academic performance metrics (e.g., GPA) to identify any disparities in achievement and persistence.**

o *Completion:* **1) Compare graduation rates across different demographic groups to identify completion gaps. 2) Analyze the time it takes for students from different demographics to complete their degrees. 3) Assess the attainment of degrees (e.g., certificates, diplomas) across demographics to ensure equitable outcomes.**

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 *College Readiness Programs:* **Offer pre-college programs targeting underrepresented groups to provide academic enrichment, college preparation, and exposure to higher education environments.**

o *Targeted Recruitment Strategies:* **1) Implement targeted outreach efforts to high schools and communities with historically low rates of college attendance, including personalized communications, campus visits, and recruitment events. 2) Forge partnerships with community organizations serving underrepresented populations to facilitate outreach and recruitment efforts.**

o *Comprehensive Supports:* **Provide comprehensive academic advising (Guided Pathways) to support students throughout their academic journey, including guidance on course selection, study skills, and career planning.**

- o *Retention and Persistence Initiatives*: Develop early alert systems to identify students who may be at risk of academic difficulty or dropping out, allowing for timely intervention and support.
- o *Career Services and Professional Development*: Offer comprehensive career services, workshops, and networking events to support students in exploring career pathways, securing employment, and navigating post-graduation transitions.
- o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
- o *Identifying Root Causes:* Data analysis can help identify the underlying factors contributing to performance disparities, whether they stem from systemic barriers, access to resources, discrimination, or other factors. Understanding the root causes is essential for designing effective interventions.
- o *Developing Targeted Interventions:* The Program Coordinator and Director can collaborate with faculty, staff, and stakeholders to develop targeted interventions aimed at addressing the specific needs of marginalized or underrepresented student groups. These interventions may include academic support programs, mentorship initiatives, financial aid packages, or cultural competency training for faculty and staff.

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 Plastic Injection Molding Technology program offered by CT State Middlesex is in a newly refurbished facility at Vinal Technical High School in Middletown, CT. The site also offers credentials in Advanced Manufacturing Machine Technology (AMMT) Option 2 AS degree and a complimentary 35-credit certificate. 9 courses (25 credits) overlap the existing AMMT programs and the proposed Plastic Injection Molding Technology, which will not require additional equipment purchased through CT State budgets. One new FT faculty and two adjunct faculty are needed to instruct courses in the AMMT and Plastic Injection Molding Technology program. According to the accompanying PRO FORMA Budget, the program will reach financial viability by Year 3, which assumes no other incoming revenue from currently existing AMMT programs.

CT State Middlesex has requested equipment and/or machinery to support the AMMT and Plastic Injection Molding Technology programs via the 2024 Carl D. Perkins V Grant application. Additionally, Arburg (https://www.arburg.com/en/us/company/locations/) – one of the world's leading manufacturers of high-quality machines for plastics processing located in Rocky Hill, CT – has committed their full support of this program by 1) donating a fully functional injection molding machine and required accessories and 2) collaborating on the skills, knowledge, and abilities to develop a robust and industry relevant academic curriculum designed for immediate employment in the workforce upon program completion.

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*)

Facilities space currently exists on the Vinal Technical High School campus in Middletown, CT. The facility was recently refurbished to include instructional space, computer lab, and shopfloor. No special resources are needed. Those that are needed have been generously donated to the program by Arburg and some instructional machinery was purchased using Carl D. Perkins V grant funds. Please refer to the statement above.

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): **CT State Middlesex, Dir. of Advanced Manufacturing, Keith Carter, kcarter@mxcc.edu, 860-343-5759**

Academic Dean, School of Engineering & Technology, H. Justin Moore, hmoore@commnet.edu, 860-612-7048

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

Application for **New Program Approval**

Dr. Keith Carter, serving as the CT State Middlesex Director of Advanced Manufacturing, will be entrusted with overseeing the day-to-day operations of the Plastic Injection Molding Technology program. With extensive experience in the field of advanced manufacturing, Dr. Carter brings a wealth of expertise spanning various facets of the industry, including process optimization and quality control. His distinguished track record encompasses successful leadership roles within naval repair and manufacturing, as well as educational institutions. Throughout his career, Dr. Carter has been instrumental in spearheading initiatives aimed at fostering innovation and enhancing workforce development within the manufacturing domain. With his robust technical background and firm commitment to excellence, Dr. Keith Carter is extremely qualified to ensure the success and alignment of the Plastic Injection Molding Technology program with industry standards.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1

If any new full-time hires, what percentage of program credits will they teach? 40%

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? 60%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **The adjunct faculty must have an AS degree and/or at least 5 years of relevant industry experience in Plastic Injection Molding processes.**

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
Dr. Keith Carter	PhD, Walden University	Educational Psychology	Program Directo
To Be Hired	AS Degree of at least 5 years of relevant industry experience	Plastic Injection Molding	

*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)

ARBURG, Inc. 6 February 2023
Roland Kim – New England Regional Manager

<u>Plastics Industry in Need of Individuals</u>

The plastics industry is one of the least understood manufacturing segments in our country, yet it touches almost every aspect of our economy. While it can be debated the merits of plastics and its impact on the environment, we must recognize that we interact daily with parts made from plastic…such as:

- Plastic containers and caps for our food and drinks
- Electronic hardware – phones, printers, speakers, cables
- Automotive components - interior, exterior, and underhood manifolds
- Kitchen items
- Medical products - from diagnostic devices, test tubes, cell culture, minimally invasive surgical devices
- Industrial applications
- Consumer recreation

Our use of plastic continues to grow, unfortunately the work force supporting the Plastics Injection Molded industry has not. Most colleges do not offer a Plastics Engineering program, with only a handful of degreed programs in the US, and the Secondary Technical Education system is primarily focused on Trades (Electrical, Plumbing, Carpentry, Automotive) or Culinary Arts.

On-shoring of product once outsourced to Asia is a significant industry trend. In an effort to maintain a competitive advantage companies are seeking to automate and leverage the current technology advancements. However, most companies are missing the core expertise and labor depth within critical areas:

- Processing Plastics – Taking the plastic from the raw material to a functional end product. Understanding the complex injection molding process and the effects induced from the process…dimensional stability, material degradation and defects like "sinks" and "flash". Knowledge the type of polymer that is being molded (polypropylene, polyethylene, polystyrene, PVC, elastomeric, etc.) and how each must be melted and injected into a mold.
- Mold Design, Maintenance – Molds requires an understanding of how the plastic fills the mold, how the plastic part will release, the mechanical operation of the mold, and finally maintenance and high precision machining to ensure long life for of the mold.
- Mold Machine Maintenance - Molding machines are complex, high precision hydraulic and electric systems. The hydraulic system requires a deep knowledge of hydraulic pump and valve function as well as fluid flow. The electrical system uses servo motors and requires understanding of electrical theory using AC or DC electronics and control systems. General mechanical aptitude is important when handling the multitude of components on the machine.
- Automation – Similar to the requirements in molding machine maintenance, there is an additional layer of knowledge related to programming automation movements to manage the parts taken from the machine and additional processes such as labeling, vision inspection, quality measurements or packaging.
- Recycling and Sustainability – The plastics industry understands that it must expand the use of recycling in manufacturing. To support this effort the industry needs to talent can leverage a base in plastics processing and bulk material handling to ensure being sustainable can be effective long term.

In summary, the Plastics Industry is an area where an individual will be in demand, build a long term career, and grow professionally without the need of a college degree.

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: CT State Middlesex Program: Plastic Injection Molding Technology Certificate

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	2	5	2	2	0	0	3	5	2	3	0	0	4	5	2	5	0	0
Continuing Students progressing to credential			2	5			2	7	3	10			2	3	6	3		
Headcount Enrollment	2	5	4	7	0	0	5	12	5	13	0	0	6	8	8	8	0	0
Total Estimated FTE per Year[1]						10						18.3						19.3

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]	5218	6655	10436	9317			13045	15972	13045	17303			15654	10648	20872	10648		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)	350	875	700	1225			875	2100	875	2275			1050	1400	1400	1400		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$34,776						$65,490						$63,072					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	Covered by AS Degree Expenditures	Covered by AS Degree Expenditures	Covered by AS Degree Expenditures

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.

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Certificate

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Professional Writing certificate (CIP Code: 23.1303, 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 in Professional Writing at Connecticut State Community College.

Name of Institution	Connecticut State Community College
Name of Certificate	Professional Writing
CIP Code	23.1303
OHE# (Leave blank for new programs)	
Degree Level	Certificate
Number of Collegiate Credits	16-18
Date of Action (Anticipated)	05/23/2024
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 X On Ground Hybrid 25% _ HyFlex X_ 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 Professional Writing Certificate offers students the opportunity to develop skills in preparation for a career in writing or to improve and enhance their writing skills in any professional career. Students will learn to design and write texts that meet professional needs, such as reports, proposals, social media, scripts, and user manuals. Given the importance of clear written and multimodal communication in nearly every profession, the Professional Writing Certificate is an ideal complement to any degree path and a helpful and timely credential for working professionals to add to their resume. The variety of courses will enable students to develop their writing interests and goals, whether in business writing, rhetoric, creative writing, editing and publishing, or any combination of these.

The development of the Professional Writing Certificate was initiated by industry partners sharing in Business Roundtable events that they want their employees to become more effective writers,

especially when writing for social media and disparate advertising and business and creative platforms within professional settings. The new certificate meets a demonstrated workforce need.

[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.

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: March 24, 2024

Institution: CT State Community College
Most Recent NECHE Institutional Accreditation Action and Date: Initial Accreditation Granted July 1, 2023

Program Characteristics

Name of Program: Professional Writing Certificate

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

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

Locality of Program: On Campus   Off Campus   X Both

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: Fall 2025

Total # Credits in Program: 16-18

Credits in General Education: 6

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1.5 semesters

CIP Code Number: 23.1303   Title of CIP Code: Professional, Technical, Business, and Scientific Writing.

Department where program is housed: Interdisciplinary but primarily English (10 required ENG credits)

Location Offering the Program *(e.g., main campus)*: All 12 CT State locations can offer this certificate

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

Request for SAA Approval for Veterans Benefits?   ☒ Yes   No

Program website: none created yet

Provide the intended catalog description for this program: The Professional Writing Certificate offers students the opportunity to develop skills in preparation for a career in writing or to improve and enhance their writing skills in any professional career. Students will learn to design and write texts that meet professional needs, such as reports, proposals, social media, scripts, and user manuals. Given the importance of clear written and multi-modal communication in nearly every profession, the Professional Writing Certificate is an ideal complement to any degree path and a helpful and timely credential for working professionals to add to their resume. The variety of courses will enable students to develop their writing interests and goals, whether in business writing, rhetoric, creative writing, editing and publishing, or any combination of these.

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
Name: Rebecca Busch Adams or James Gentile
Title: Professor of English/Professor of English, Chair of SDC English

Phone: 203-332-8578

Email: radams@hcc.commnet.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: SDC - 3/1/2024, SACC 3/8/2024
- Curriculum committee: Curriculum Congress approved this certificate 3/22/24
- Faculty senate:
- Institutional president: Click or tap here to enter text.

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

Purpose: The Professional Writing Certificate offers students the opportunity to develop skills in preparation for a career in writing or to improve and enhance their writing skills in any professional career.

Meeting of Student Educational Goals and Career Objectives: Students will learn to design and write texts that meet professional needs, such as reports, proposals, social media, scripts, and user manuals. Given the importance of clear written and multi-modal communication in nearly every profession, the Professional Writing Certificate is an ideal complement to any degree path and a helpful and timely credential for working professionals to add to their resume. The variety of courses will enable students to develop their writing interests and goals, whether in business writing, rhetoric, creative writing, editing and publishing, or any combination of these.

National and local educational and professional trends met by this program: The development of the Professional Writing Certificate was initiated by our industry partners sharing in Business Roundtable events that they want their employees to become more effective writers, especially when writing for social media and disparate advertising and business and creative platforms within professional settings. The new certificate meets a demonstrated workforce need.

Faculty expertise and commitment: The English faculty at CT State Community College have the expertise and long experience of teaching writing to an array of students ranging from new high school graduates to long term professionals looking to increase their skills. We already employ professional educators skilled and experienced in teaching writing in English classrooms, Communications and Publications, and discipline specific writing. This certificate has the full support of the English SDC as well as CCET (Connecticut Coalition of English Teachers).

The CT State Community College mission includes as part of its mission and vision innovative education and training focused on student success, positive change for the students, communities and industries it serves and educational leadership and transformative collaboration with business and industry. This certificate clearly fits directly into that mission and purpose, born of industry partners expressing this need and conceived with our students' exceptional success.

This certificate positively impacts CT State. Students in a variety of programs can also complete this certificate, thus enhancing their competitiveness on the job market. Additionally, those currently employed can increase their professional skills through completion of this certificate.

While there is a Professional Writing Minor at Central, Eastern and Western (offered through courses delivered both through traditional and online modalities) there is no Professional Writing Certificate at the CSUs or COSC.

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)*

National and local educational and professional trends met by this program: The development of the Professional Writing Certificate was initiated by our industry partners sharing in Business Roundtable events that they want their employees to become more effective writers, especially when writing for social media and disparate advertising and business and creative platforms within professional settings. The new certificate meets a demonstrated workforce need. See https://www.naceweb.org/talent-acquisition/candidate-selection/the-key-attributes-employers-are-looking-for-on-graduates-resumes; https://webpages.csus.edu/~sac16141/RealWorldWriting.pdf

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
25-0000 Educational Instruction & Library	43-0000 Office & Administration	13-0000 Business and Financial Occupations
27-0000 Arts & Design	11-000 Management Occupations	21-0000 Community and Social Services

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
52 Finance and Insurance	55 Mgmt of Companies and Enterprises
92 Public Administration	61 Educational Services

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: N/A

- *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 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*):

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: N/A

- *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:

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.

See attached.

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*): **Undergraduate students who want to graduate with an additional credential; Currently employed professionals seeking job advancement; People returning to the job market hoping to update skills.**

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: **Information on the certificate will be shared with campus advisors; communication with campus Career**

	Services offices; direct mailings to current employers; promotion at local job fairs , newspaper and highway billboard ads could promote the certificate as well.
•	What student engagement strategies will be employed to advance student retention and completion in program? **Current GPA structures can be used to keep track of students in this certificate as they are used to keep track of students in all of our programs and certificates. Additionally, each student in this certificate will be assigned an advisor.**

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:

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. **Produce coherent texts within common professional forms for different audiences and contexts**
2. **Revise documents for rhetorical purposes to clarify and improve messaging**
3. **Employ careful sentence-level editing in final drafts with accuracy in syntax, grammar, semantics, and punctuation**
4. **Demonstrate strong critical thinking skills through writing for a variety of audiences, purposes, and situations**
5. **Use technology ethically and effectively to produce professional texts for a variety of purposes**

Assessment of Learning Outcomes

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

Faculty teaching in the program will collaborate with Dr. Joe Cullen, Director of Program Review and Assessment, to build on existing assessment tools for these courses to include a full certificate assessment.

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			
ENG 1009 Grammar for College and Professional Writing or ESOL 1404 Grammar IV	3	ENG 1009: n/a, ESOL 1404: ESOL 1302 or placement into 1404	ENG 1009 1 ESOL 1404 3
ENG 1080 Technical Writing and Presentations	1, 2, 3, 4, 5	ENG 1010	3
COM 2502 Social Media Strategy	2, 4, 5	Eligibility for ENG 1010	3
ENG 2100 Creative Writing	2, 4,	ENG 1010	3

Students Will Choose ONE of the Following Options (Other discipline specific writing courses may be substituted below with a variance)			
BGMT Managerial Communications	1, 2, 5	N/A	3
ENG 1030 Composition II and Non-Fiction Texts	1, 2, 3, 4, 5	ENG 1010	3
COM 2401 Publications I OR ENG 2150 Literary Magazine Production I	1, 2, 3, 4, 5	ENG 1010	3
COM 2513 Scriptwriting for Media	1,2,4,5	ENG 1010	3
COM 1502 Sports Reporting	1,2,4,5	Eligibility for ENG 1010	3
THR 2232 Scriptwriting or THR 2230 Playwriting	1,2,4,5	ENG 1010	3
CJS 2570 Writing and Research for Criminal Justice*(choice for CJS majors)	1,2,5	ENG 1010 and CJS 1010 with grade of C or better	3
LGL 1002 Legal Research and Writing* (choice for Paralegal Majors)	1,2,5	Eligibility for ENG 1010 and one of the following: POLS 1020, LGL 1001 or permission of the program coordinator	3
General Education Courses			
ENG 1010 Composition	1,2,3,4,5	Placement at ENG 1010 level	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits (must match number of credits reported on page 1):			16-18

CSCU Transfer Pathways N/A
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 associates degree, accelerated pathways from bachelors to masters, etc.):

Requiring only 16-18 credits, with two ENG courses required for many AA and AS degrees, and with an elective linked to programs such as CJ and COM, this course is easily stackable with degrees with 10 free elective credits.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

N/A

Program Evaluation

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

Collaboration with IR to evaluate student success and retention; graduate surveys to identify impact on employment.

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? **Follow metrics of CT State identified KPIs.**
- 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. **Placement into ENG 1010 incorporates comprehensive supports based on identified student needs. Further, we have included the choice of taking ESOL 1404 to provide additional support for non-native speakers. All campus support services such as Academic Support Centers will be available to students in the certificate.**
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? **Follow established CT State procedures for addressing the inequities.**

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.

See attached.

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*)

All courses have been or are currently offered successfully by campus faculty and in campus facilities. While writing courses are ideally offered in computer labs, such courses are currently offered successfully in non-lab classrooms.

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): **Local department chairs would be overseeing this at the individual campuses. Additionally, a faculty member could take on a PC role as part of their AR or for compensation.**

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

Program Faculty

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, including any proposed new hires? (*note: OHE requires a numerical response to this item*) **This will be campus determined; all courses could be taught by qualified FT or PT faculty.**

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*) **This will be campus determined; all courses could be taught by qualified FT or PT faculty.**

What percentage of program credits will be taught by adjunct faculty? **This will be determined at the campus level; all courses could be taught by currently employed FT faculty.**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Masters degree in the discipline area.

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.

This will be determined at the individual campus level. All courses could be taught by English faculty, Communications faculty and faculty within the discipline specific areas. All courses within this certificate are already offered by CT State for other degree programs.

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

*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)

CSCU Academic & Student Affairs

Application for **New Program Approval**

CT STATE COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.		ALL Proposals	New Programs/Courses		
		DC/PC Signature	**CEO Signature** *(CEO signature needed for all <u>new programs</u> 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	Steve Mark, Department Chair, Arts and Humanities			
	MCC				
	MxCC				
	NVCC				
	NWCC				
	NCC				
	QVCC				
	TRCC				
	TxCC				

GOVERNANCE BODY	SIGNATURES	DATE
PRE-APPROVALS REQUIRED		
CSCU Provosts Council		
VP of Finance & Administration (or designee)		
FINAL APPROVALS BY GOVERNANCE BODIES		
Statewide Discipline Council	James Gentile	March 1, 2024
School Area Curriculum Council	*Amy Royal*	3/8/24
Curriculum Congress	*Jason Seabury*	March 22, 2024
School Area Academic Dean	*B.L. Baker*	3/25/24
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

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

APPLICATION FOR NEW CERTIFICATE APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: CT State   Program: Professional Writing Certificate

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	2	2	2	2			3	3	3	3			4	4	4	4		
Continuing Students progressing to credential			2	2			4	4	7	5			9	7	13	11		
Headcount Enrollment	2	2	4	4			7	7	10	8			13	11	17	15		
Total Estimated FTE per Year[1]	8.00						22.00						38.7					

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]	5,218	2,662	10,436	7,986			18,263	9,317	26,090	10,648			33,917	14,641	44,353	19,965		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	26,302						64,318						112,876					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]	25,896	51,792	77,688
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	25,896	51,792	77,688

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.

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of A.S. Program and Certificate

New Media Production: Web Design & Development

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the A.S. Program and Certificate in New Media Production: Web Design & Development at CT State Community College effective May 2025.

A True Copy:

_____

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

ITEM
Discontinuation of A.S. Program and Certificate in New Media Production (NMP): Web Design
& Development at CT State Community College

RATIONALE
The main reasons for discontinuing this program are as follows:
-   The program is almost identical in requirements to the NMP Multimedia program and
    certificate with there being only one course, advancedweb design, which is different
    between the two.
-   There are two other Web Design and Development programs in the CTState catalog
    available to students:
        Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
        Computer Science: Web Development, AAS (CSWD-AAS)
-   Of all programs in the New Media Production family of programs, the Web Design
    associate degree program and certificate have had the lowest completion rates with only one
    student having graduated from either the associate degree or certificate over the 6 year
    period since the program was first implemented at Middlesex Community College (as part
    of the Digital Media Production program).
-   Enrollments in this program have also been very low with only 13 students choosing to
    pursue the major over a 5-year period between 2018 - 2023. Because of low enrollments in
    the program, the department has never been able to run the advanced-level web design
    course needed to complete the requirements.

TEACH OUT
Students will first be recommended to consider the NMP: Multimedia associate degree or certificate
which uses almost all the same requirements (except one). This will allow students to use courses
they have already completed.

There are also currently two other Web Design programs in the CT State catalog which students
will be referred to as possible options:
        Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
        Computer Science: Web Development, AAS (CSWD-AAS)

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.

5/3/2024 – BOR - Academic and Student Affairs Committee
5/23/2023 – 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	Please enter the following dates: Final approval by institution: 3/22/2024 Submission to CSCU Office of the Provost for Academic Council: 3/27/24

Program Characteristics

Name of Programs: New Media Production: Web Design & Development, Associate of Science (NWDD-AAS-NMP) and
New Media Production: Web Design & Development, Certificate (NWDC-CC-NMP)

BOR Accreditation Date: 5/19/2022

OHE #: AAS: 21466; Certificate: 21465

CIP Code Number: 11.0801 (same for both degree and certificate)

    Title of CIP Code: Web Page, Digital/Multimedia and Information Resources Design

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **Associate of Applied Science (AAS) & Certificate (C2)**

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: 1 year

Expected Dates of Program Termination

- Date for final enrollment of new students: January 2024
- Date for final award of credential: May 2025

Department where program is housed: Arts & Humanities

Location Offering the Program *(e.g., main campus)*: Middlesex

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Institutional Contacts for this Proposal:

Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu

Brad Baker, Dean, School of Arts & Humanities, 860.612.7055, bbaker@commnet.edu

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Campus Contact for this Proposal:

John Shafer, Program Coordinator, 860-343-5796, jshafer@mxcc.commnet.edu

Phillip Fox, Program Director, pfox@mxcc.commnet.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 main reasons for discontinuing this program are as follows:

1. The program is almost identical in requirements to the **NMP Multimedia** program and certificate with there being only one course, advanced-web design, which is different between the two.

2. This program is also repetitious as there are two other Web Design and Development programs in the CTState catalog available to students:

Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
Computer Science: Web Development, AAS (CSWD-AAS)

3. Of all programs in the New Media Production family of programs, the **Web Design** associate degree program and certificate have had the lowest completion rates with only one student having graduated from either the associate degree or certificate over the 6 year period since the program was first implemented at Middlesex Community College (as part of the Digital Media Production program).

4. Enrollments in this program have also been very low with only 13 students choosing to pursue the major over a 5-year period between 2018-2023. Because of low enrollments in the program, the department has never been able to run the advanced-level web design course needed to complete the requirements.

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.)

Students will first be recommended to consider the **NMP: Multimedia** associate degree or certificate which is very similar to the Web Design program and uses almost all the same requirements (except one). This will allow students to use courses they have already completed.

There are also currently two other Web Design programs in the CT State catalog which students will be referred to as possible options:
Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
Computer Science: Web Development, AAS (CSWD-AAS)

SECTION 3: RESOURCES

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

No costs are anticipated in discontinuing this program. All resources used for this program and required courses, including facilities and staff, are the same for the other programs and courses in the New Media Production family of programs.

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.

It is difficult to say for certain why the **Web Design & Development** program and certificate has not attracted the number of students that some of the other NMP programs have eg., Film & Video, Audio & Music, Multimedia, or Digital Marketing, since the program was marketed and presented in the same manner as the other programs as a package. But the fact that the requirements of the program are almost identical to the Multimedia program and certificate is one potentially significant factor. Related to this is the fact that there are not enough unique web design courses in the program. There are really only two courses devoted specifically to web design. This may not be enough to attract students serious about the subject. And while many of the courses in the program involving image-editing, video and audio production, graphic design, etc. are all relevant to web design, that may not be enough.

Another contributing factor to the failure of the web design program may be because there was not a dedicated faculty member for web design and the program was part of a large, complicated set of programs and certificates overseen by one person. Many students were confused about the structure of the programs, which involved having embedded certificates attached with associates degrees. This became even more complicated when the transition to the one consolidated community college occurred and the existing structure was dramatically changed.

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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: **Replacing existing clinical course with new summer clinical course; Reducing total program credits by 1**

Original Program Characteristics

Name of Program: Radiography Program - Naugatuck & Capital (RDGR-AS-NC)
OHE #:   21314
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: April 21, 2022
Total # Credits in Program: 72-73
Credits in General Education: 22-23
CIP Code Number: 51.0911   Title of CIP Code: Radiologic Technology/Science - Radiographer

Modified Program Characteristics

Name of Program: Radiography Program - Naugatuck & Capital (RDGR-AS-NC)
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: Summer 2024
Anticipated Date of First Graduation: Spring 2025
Total # Credits in Program: 71-72
Credits in General Education: 22-23
CIP Code Number: 51.0911   Title of CIP Code: Radiologic Technology/Science - Radiographer

Department where program is housed: School of Nursing and Health Careers
Location Offering the Program *(e.g., main campus)*:   Capital, Naugatuck 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
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:

The Naugatuck Valley and Capital Radiography Programs propose the creation of a new summer clinical course which will be replacing RAD 1294, radiography clinical III with RAD 1394, radiography clinical internship III.

This new course will reflect a reduction in clinical hours from 240 to 120, as well as a reduction in credit, from 2 credits to 1 credit. The purpose of this new course is to better serve the needs of our students during the summer session. It will allow them a better opportunity to focus on core class work by allowing them the additional time necessary during the shortened summer semester. In essence, students will be allowed an additional day of class per week without compromising clinical performance as clinical time has been increased during the course of the remaining four semesters.

Additionally, expenses for both students, the program, and institutions will be reduced as staffing needs and associated costs with attending clinical will change accordingly.

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**
RAD 1294 Radiography Clinical III	**2**	RAD 1394 Radiography Clinical Internship III	**1**
Total Credits Original Program		**Total Credits Modified Program**	

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.

(Based on JRCERT accreditation standards)
Upon completion of the Program:
Goal 1: Students will demonstrate effective communication skills
Student Learning Outcomes:
      1: Students will use effective oral communication skills with a wide variety of audiences in the clinical setting
      2: Students will practice effective written communication skills
Goal 2: Students will utilize critical thinking skills
Student Learning Outcomes:
      1: Students will assess images for diagnostic quality
      2: Students will assess images and make appropriate adjustment(s) as needed
Goal 3: Students will be clinically competent when performing entry level imaging procedures
Student Learning Outcomes:

1: Students will accurately position patients for radiographic procedures based on patient assessment 2: Students will select appropriate technical factors to obtain diagnostic quality images based on patient assessment

3.Students will utilize radiation safety for self and others

Goal 4: Students will demonstrate professional behavior

Student Learning Outcomes:

1: Students will demonstrate professionalism in the program

2: Students will participate in professional activities with state and national organizations

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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 1600 Pathway to Calculus: College Algebra	Gen Ed	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
ARHX Arts & Humanities Course	Gen Ed	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
COMM 1301 Public Speaking	Gen Ed	Eligibility for ENG 1010	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
BIO 2112 Anatomy & Physiology II		BIO 2111 with a C+ or higher	4
RAD 1001 Introduction to Radiologic Sciences and Patient Care		Prerequisite: Program Admission Corequisite: RAD 1002, RAD 1002L, RAD 1094	3
RAD 1002 Radiographic Procedures I		Prerequisite: Program Admission Corequisite: RAD 1002L, RAD 1001, RAD 1094	3

RAD 1002L Radiographic Procedures I Lab		Prerequisite: Program Admission Corequisite: RAD 1001, RAD 1002, RAD 1094	1
RAD 1010 Radiographic Procedures II		Prerequisite: RAD 1001, RAD 1002, RAD 1002L, RAD 1094, and/or RST 1000 and/or RST 1005, and/ or RAD 1094A Corequisite: RAD 1010L, RAD 1011, RAD 1194, and/or RST 2000	3
RAD 1010L Radiographic Procedures II Lab		Prerequisite: RAD 1001, RAD 1002, RAD 1002L, and RAD 1094 Corequisite: RAD 1010, RAD 1011, and RAD 1194	1
RAD 1011 Imaging/Exposure I		Prerequisite: RAD 1001, RAD 1002, RAD 1002L, and RAD 1094 Corequisite: RAD 1010, RAD 1010L, RAD 1194	3
RAD 1012 Imaging/Exposure II		Prerequisite: RAD 1010, RAD 1010L, RAD 1011, and RAD 1194 Corequisite: NV: RAD 1394; Capital: RAD 1394	3
RAD 1094 Radiography Clinical I		Prerequisite: Program Admission Corequisite: RAD 1002, RAD 1002L, RAD 1001	2
RAD 1194 Radiography Clinical II		Prerequisite: RAD 1001, RAD 1002, RAD 1002L, RAD 1094 Corequisite: RAD 1010, RAD 1010L, RAD 1011 and CCC: RAD 2022	2
RAD 1394 Radiography Clinical Internship III		Prerequisite: RAD 1010, RAD 1011, RAD 1194, COMM 1301, PSY 1011 Corequisite: NV and Capital RAD 1012	1
RAD 2001 - Radiographic Procedures III		Prerequisite: RAD 1010, RAD 1010L, RAD 1011, RAD 1194 Corequisite: RAD 2002, RAD 2002L, RAD 2001L and NVCC RAD 2015	3
RAD 2001L Radiographic Procedures III Lab		Prerequisite: RAD 1002 and RAD 1002L Corequisite: RAD 2002 and RAD 2002L	1
RAD 2002 Imaging/Exposure III		Prerequisite: RAD 1012 and RAD 1294 and/or RAD 1394 Corequisite: RAD 2090, RAD 2094	3
RAD 2002L Imaging/Exposure III Lab		Prerequisite: RAD 1012 and RAD 1294 and/or RAD 1394 Corequisite: RAD 2001L and RAD 2094	1

RAD 2090 Senior Seminar		Prerequisite: RAD 2002 and RAD 2002L Corequisite: RAD 2194	3
RAD 2015 Radiographic Pathology		Prerequisite: Capital: RAD 1010, RAD 1010L, RAD 1011, and RAD 1194 NV: RAD 2002, RAD 2002L, RAD 2022, RAD 2001, RAD 2001L, and RAD 2094 NV: Corequisite: RAD 2090 and RAD 2194 Capital: Co-requisite: RAD 2001, RAD 2001L, RAD 2002, RAD 2002L, RAD 2094	3
RAD 2022 Radiobiology & Radiation Safety for the Radiographer		Prerequisite Capital: RAD 1001, RAD 1002, RAD 1002L, and RAD 1094 NV: RAD 1012 and RAD 1394 Corequisite: Capital: RAD 1010, RAD 1010L, and RAD 1011 NV: RAD 2002, RAD 2002L, RAD 2001, RAD 2001L, RAD 2094	3
RAD 2094 Radiography Clinical IV		Prerequisite: RAD 1294 and/or RAD 1394 NV: RAD 1012 NV: Corequisite: RAD 2001 and RAD 2001L, RAD 2002, RAD 2002L, RAD 2022 Capital: Co-requisite: RAD 2001, RAD 2001L, RAD 2002, RAD 2002L and RAD 2015	3
RAD 2194 Radiography Clinical V		Prerequisite: RAD 2094 Corequisite: RAD 2090 NVCC only: RAD 2015	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			71-72

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.

The courses added to the program are already offered to support other programs

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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):

The mission of the Connecticut State Community College Radiography program is to provide a comprehensive radiography program that will graduate competent, entry-level radiologic technologists for the healthcare community.

Radiography or "x-ray" uses very small doses of ionizing radiation to produce images of internal structures of the body for the diagnosis of disease or injury. Radiographers are technologists who operate imaging equipment to produce quality images of the body for a Radiologist or other ordering provider to interpret. The associate degree program in Radiography prepares students for employment as entry level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or nondestructive testing industries where radiation is used for quality control. The structure of the curriculum is sequential and includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Each campus will have some degree of differentiation in course offerings and sequencing based on clinical capacity, student enrollment and Joint Review Committee on Education in Radiologic Technology (JRCERT) approval.

Students are assigned to clinical practice at various medical facilities throughout the state of Connecticut. Upon completion of the program, graduates are eligible to take the national certifying examination in radiography as administered by the American Registry of Radiologic Technologists (ARRT) in Radiography.

In addition to the College's general education core curriculum, the Connecticut State Community College Radiography program has a set of common program courses. Additionally, each campus may have its own set of differentiated options that must be taken to be eligible for graduation. Differentiated options are courses that meet the needs of the individual campus for a variety of reasons including but not limited to clinical site requirements, clinical site capacity, campus course offerings, and clinical competency requirements. Because each campus is required to maintain an individual accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT), they may require differentiated options, and may have differentiated course sequencing, students cannot transfer from one campus program to another campus.

The Radiography program is a competency-based program. The credits associated with each clinical practice course are not a direct reflection of contact hours. One credit of clinical practice is equal to 120 hours of clinical practice.

Students who wish to transfer to an approved four-year program in radiography to achieve advanced level certification in computed tomography (CT), magnetic resonance imaging (MRI) or other disciplines, or programs for health care management should consult their campus' Radiography Program Coordinator regarding established transfer articulation agreements.

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):

29-2034 Radiologic Technologists and Technicians $67,180

25-1071 Health Specialties Teachers, Postsecondary $ 100,300

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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;   https://www.bls.gov/ooh/healthcare/radiologic-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): Major Group 80: Health Services, Industry Group 8099: Allied Health Services not covered elsewhere

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)? NV 2FT/ CC 1 FT

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? NV 2 PT/ 6 EA/ CC 4 PT, differences are due to total program enrollment at each facility

Admissions Requirements

What are the admissions requirements for the program?

The Radiography programs at the Connecticut State Community College are selective admission programs. All students must first apply to the Connecticut State Community College. Unless waived, all applicants must take placement tests in reading, English, and mathematics. Students must attend a campus specific Radiography program information session within one year prior to applying to the Radiography program.

Course Requirements:
- ENG 1010 English Composition with final grade of C or greater
- MATH 1600 Pathway to Calculus: College Algebra - Must be eligible for this math course by the fall program start date
- BIO 2111 Anatomy & Physiology I with final grade of C+ or greater taken within 5 years of application
- BIO 2112 Anatomy & Physiology II with final grade of C+ or greater taken within 5 years of application or can be in progress during spring semester of application year

Radiography requires a GPA of 2.7 or greater based only on the college courses that meet the Radiography admission and Radiography program curriculum requirements (College Algebra, Arts & Humanities Elective, General Psychology, and Public Speaking.)

TEAS (Test of Essential Academic Skills) total score of 60% or higher taken within 3 years of application

To begin the clinical component of the Program, all accepted students will be required to:
1. Submit an updated health assessment with no restrictions
2. Submit documentation of updated vaccination requirements including blood work and titers as necessary
3. Pass a background check
4. Pass a toxicology screening

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No
If yes, describe: RAD 2090 Senior Seminar

Program Work Experiences

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

If yes, describe and attach copies of the contracts or other documents ensuring program support:

RAD 1094: Radiography Clinical I 2 credits

RAD 1194: Radiography Clinical II 2 credits

RAD 1394: Radiography Clinical Internship III 1credit – **This is the course and program modification decreasing total program credits from 72/73 credits to 71/72 credits for NV and Capital**

RAD 2094: Radiography clinical IV 3credits

RAD 2194: Radiography Clinical V 3 credits

Prospective Students

Describe the prospective students for the program: The associate degree program in Radiography prepares students for employment as entry level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or nondestructive testing industries where radiation is used for quality control.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Social Work (CIP Code: 440799, 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 A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM
Establishment of a new program, Social Work, leading to a Master of Arts (commonly referred to as MSW) at Central Connecticut State University.

Name of Institution	Central Connecticut State University
Name of Program	Social Work
CIP Code	440799
OHE# (Leave blank for new programs)	TBD
Degree Level	Master of Arts
Number of Collegiate Credits	32
Date of Action (Anticipated)	05/23/2024
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 X On Ground _ Hybrid _ Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND
The mission of the CCSU Master of Social Work (MSW) program is to prepare clinical social work practitioners (trauma and healthcare based) with the advanced knowledge and skills to specialize in mental health and addiction treatment with individuals, groups, families and communities, informed by social determinants of health, harm reduction strategies, ecological systems perspective, and cross-cultural developmental theories.

The proposed MSW program (with an emphasis on trauma and clinical) meets the needs of both students and the State of Connecticut. Currently, CCSU offers only a BS in Social Work, requiring many of our graduates to seek an MSW program elsewhere. A market analysis completed by Hanover Research supports the creation of a MSW program at CCSU. In addition, the Health Horizons grant, which is designed to increase the number of nurses and MSWs in the State supports the creation of this new program. CCSU is a recipient of funds (particularly to support student scholarships, for both our nursing program and the development of an MSW program.

Prior to submission of this proposal, CCSU applied to the Council for Social Work Education (CSWE), for eligibility to offer a MSW (the first steps in the accreditation process). We have been approved and are currently in the review cycle, on target for the Fall 2024 start date of our first cohort. CCSU has already submitted the Benchmarks I document (the second step in the accreditation process), which is currently in review.

CCSU has a strong BA in Social Work program where ~95% of the graduates go on to earn an MSW. This suggests, in conservative estimates, a more than ample pool of potential students to enter the program. In addition, the structure of MSW programs are designed such that bachelor degrees serve as direct pathways into the MSW (Advanced Standing). The MSW program is also designed for students coming in from outside of CCSU, for example from WSCU and Goodwin University (Human Services Degrees). The program is also constructed to allow a pathway for those students with similar/related degrees, but not in social work.

ADDRESSING NEEDS
The employment landscape is favorable for MSW program graduates. The need for qualified social workers is projected to grow substantially in the state and region through 2031, and with the requisite education, experience, and licensure, MSW program graduates are highly sought for many roles in educational, healthcare, and mental health and substance abuse treatment settings (Hanover report, 2023-see Appendix). The BLS reports a projected nine percent increase in U.S. social work positions through 2031, compared to an increase of just five percent for all occupations. Even stronger growth is anticipated in New England (Hanover report, 2023).

PRO FORMA
SUPPLEMENTAL DOCUMENTS

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

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – 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:

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: Social Work

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

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

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

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 32

Credits in General Education: not applicable

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

CIP Code Number: 440799   Title of CIP Code: Social Work (Clinical)

Department where program is housed: Department of Social Work

Location Offering the Program *(e.g., main campus)*: main campus

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

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

Program website: https://www.ccsu.edu/socialwork (in development)

Provide the intended catalog description for this program: The mission of the CCSU Master of Social Work Program is to prepare clinical social work practitioners (trauma and healthcare based) with the advanced knowledge and skills to specialize in mental health and addiction treatment with individuals, groups, families and communities, informed by social determinants of health, harm reduction strategies, ecological systems perspective, and cross-cultural developmental theories.

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

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Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: CSWE
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: State of CT licensure as a Master Social Worker
  - confirm NC-SARA requirements met: ☐ X 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: Joanne Leon
Title: Department Chair
Phone: 860-832-3146
Email: leonj@ccsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 09/01/2022

- Curriculum committee: 02/27/2024

- Faculty senate: 02/12/2024

- Institutional president: 09/27/2023 (required as part of CSWE Application for Eligibility

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 proposed MSW program (with an emphasis on trauma and clinical) meets the needs of both students and the State of Connecticut. There is a need for people with an MSW, particularly in the healthcare fields. The MSW is the minimal degree required for such positions. Currently CCSU offers only a BS in Social Work, requiring many of our graduates to seek an MSW program elsewhere. Anecdotally, students have expressed an interest in a MSW program at CCSU where they could continue their studies. A market analysis, completed by Hanover Research supports the creation of such a program at CCSU. In addition, supporting the need for a such a program are initiatives such as the Health Horizons grant, designed to increase the number of nurses and MSW's in the state. CCSU is a recipient of funds (particularly to support student scholarships, for both our nursing program and the development of an MSW program. The chair of the Department of Social Work is a licensed, practicing clinical social worker. In addition, CCSU hired a new full-time faculty who is also

a clinical social worker, with many years of experience practicing in a mental health setting. Prior to submission of this proposal, CCSU applied to the Council for Social Work Education (CSWE), for eligibility to offer a MSW (the first steps in the accreditation process). We have been approved and are currently in the review cycle, on target for a Fall 2024 start date of our first cohort. CCSU has already submitted the Benchmarks I document (the second step in the accreditation process), which is currently in review. CCSU has retained a consultant who is assisting with this process.

CCSU has a strong BA in Social Work program where ~95% of the graduates go on to earn a MSW. This suggests, in conservative estimates, a more than ample pool of potential students to enter our program. In addition, the structure of MSW programs are designed, such that bachelor degrees serve as direct pathways into the MSW (Advanced Standing).

CCSU has a strong model for financial planning (APP process) and has already aligned resources to support this program, including the hiring of faculty and staff. This program has been in the planning for nearly 3 years.

CCSU's mission and strategic plan emphasizes providing quality programs that meet the needs of students and CT, as well as responding to CT workforce needs. Our mission also emphasizes access to higher education degrees. The MSW addresses all of these! Students who complete the MSW will be prepared to enter rewarding careers in the field of social work (in particular Clinical)and assist in meeting the current shortage of MSW in CT.

The MSW provides a means for CCSU to increase its graduate enrollment by taking advantage of the natural pathway from the BS in SW. The enrollment numbers in our BSW program along with the student interest, suggest healthy enrollments in the MSW from the first cohort (we anticipate that this program will not require several years of marketing and recruiting to build up enrollments in the program).

The MSW program is also designed for students coming in from outside of CCSU, for example from WSCU and Goodwin University (Human Services Degrees). The program is also constructed to allow a pathway for those students with similar/related degrees, but not in social work.

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)*

There currently exists a great need for those with a MSW, in particular within the health fields. In fact, CT has administered a 35 million dollar grant program to increase the number of MSW and Nurses within the State of CT. CCSU was recently awarded $150,000 in support of developing an MSW program.

The employment landscape is favorable for MSW program graduates. The need for qualified social workers is projected to grow substantially in the state and region through 2031, and with the requisite education, experience, and licensure, MSW program graduates are highly sought for many roles in educational, healthcare, and mental health and substance abuse treatment settings (Hanover report, 2023-see Appendix).Employment for MSW graduates is projected to increase steadily nationally and in the New England region through 2031. The BLS reports a projected nine percent increase in U.S. social work positions through 2031, compared to an increase of just five percent for all occupations. Even stronger growth is anticipated in New England (Hannover report, 2023)

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
11-9151	Social and Community Service Managers	$74,000
21-1021	Child, Family, and School Social Workers	$78,00
21-1022	Healthcare Social Workers	$86,278
21-1023	Mental Health and Substance Abuse Social Workers	$86,278
21-1029	Social Workers, All Other	$77,642
RANGE FOR MSW-Clinical	Connecticut	$72,000-$103,000

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
621330	**Social work**ers', mental health, offices
Click or tap here to enter text.	Click or tap here to enter text.

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: BA in Social Work (the main feeder program into the proposed MSW program).
- *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 BA and MSW are not competing programs. Potential impact is the increase in students pursuing the bachelor's degree with intention of entering the MSW.
- 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? Provides a much desired program for completers of the BA in Social Work program—nearly 95% of BA completes go on to earn a MSW.
- 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 program relies somewhat on existing faculty. In addition two new lines (that were already part of our APP plan) have been hired for this program. 1 FT faculty position is also designated as the Program Director (as required by CSWE) and the second is designated as the Clinical Placement Coordinator (as required by CSWE). Additional resources have been allocated (reallocation of existing resources) to the Social Work Department to support this program. No impact on the other current offerings (BA in SW) offered by the department.

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: MSW- SCSU
- *Attach supplement 101a for each CSCU institution that has one or more similar programs*.

- How is the new program distinct from these existing programs? SCSU offers a Clinical track in their MSW program. To make our program distinct, it has been designed with a lens for Healthcare and Trauma. In effect, we are make the program more specialized/specific to clinical social work, that will meet the needs of the CT healthcare-related industries. With the current shortage of MSW's we feel our program compliments the offerings of SCSU and does not directly compete with their program.

- 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: Many social work-related jobs require an MSW, thus adding this program, complements our existing BSW. As illustrated in the Hanover report, there is predicted growth in this area suggesting that enrollments in our BSW will, at the very least, remain stable. The current enrollments in the BSW suggest steady enrollments in the MSW.

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.

We anticipate a steady population of students entering the program from our BSW program. Our conservative estimates suggest FT cohorts of 20-30 students. In addition the program has options for full time which we anticipate 10-15 students in the earlier years of the program. Most students would enter the program as Advanced Standing. Other students from related programs, such as Psychology or Sociology may enter the program by completing some perquisite course work or by entering the full program designed for those outside of Social work. See appendix.

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)*: Prospective students are those enrolled in a BSW program or those with an earned bachelor's degree program who seek to complete a Masters level program (MSW) with an emphasis on Clinical Social work with a focus on healthcare and trauma. Students with degrees in related fields may earn the MSW by completing additional graduate-level foundational courses. Program is available for both Full Time and Part Time.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Program will be marketed to current students enrolled in the BSW program. Additional marketing campaigns and materials are being prepared for publication, social media, handouts, that can be used to market the program through various media including events like Open House, Admitted Student Days. Additional materials will be created to market to students in relevant programs at other institutions.

- What student engagement strategies will be employed to advance student retention and completion in program? As a professional program, the MSW includes experiential learning (clinical experience), identified as a high impact practice, which have been shown to lead to student success. In addition, the affiliation with many partners provides our students with real world contacts within the field. The faculty are committed professionals who also serve as mentors and advisors to the students enrolled in the program, providing advice on course selection, career advice, etc. In addition the faculty play roles in recruitment

Admission Requirements

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

☒ Yes ☐ No **(only for those that wish to enter as ADVANCED STANDING)**

If yes, describe the selection process, including all criteria: Applicants for the Advanced-standing program must have a Bachelor's in Social Work and must have been earned within 5 years from an accredited program.

Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all Social Work courses including graduate courses, based on a 4.00-point scale where an A is 4.00. Advanced standing students must meet a 3.0 overall GPA for consideration.

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: As the BSW program as well as the other programs in the School of Education and Professional Studies require experiential learning (internships, clinicals, etc), CCSU has an extensive list of partners that currently accept our students. We are also in the process of recruiting additional clinical sites that are specific to the MSW program.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

The CSWE mandates that Social Work programs are assessed along the 9 stated competencies. These competencies are expected to be embedded across the entire curriculum such that student are introduced, practice and eventually master by the time of program completion. For each competency a minimum of two measures is needed for each measure the knowledge, values and the skills (measured in field experience)I.

1. Competency 1: Demonstrate Ethical and Professional Behavior
2. Competency 2: Engage Diversity and Difference in Practice
3. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
4. Competency 4: Engage in Practice -informed Research and Research - informed Practice
5. Competency 5: Engage in Policy Practice
6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Assessment of Learning Outcomes

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

Assessment will be from course embedded assignments, and papers. Clinical site evaluations from site coordinators, in class exercises in clinical seminar classes. Preparation of clinical case files.

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			
SW 571 Integrative Seminar: Social Work Theory with Practice	1-9	Adm to MSW program	3
SW 572 Psychopathology: Advances in psychological theory and advances in differential assessment/diagnosis I	1-9	Adm to MSW program	3

SW 573 Understanding Trauma, Attachment, and Neurobiology in Social Work Practice	1-9	Adm to MSW program	3
SW 574 Social Work Research II	1-9	Adm to MSW program	3
SW 575 Social Work Practicum Instruction III	1-9	SW 571 coreq	3
SW 576 Integrative Seminar: Social Work Theory with Practice	1-9	SW 571 and 575	3
SW 577 Psychopathology: Advances in psychological theory and advances in differential assessment/diagnosis II	1-9	SW 572	3
SW 578 Social Work Practicum Instruction IV	1-9	SW 571 and 575	3
ELECTIVES – 6 cr (choose from below)			6 in total
SW 550 Social Work Practice in Health Care	1-9	SW 573	3
SW 551 Social Work in the Military and with Veterans	1-9	SW 573	3
SW 554 Social Work Crisis Intervention	1-9	SW 573	3
SW 555 Social Work with Trauma and Substance Use Disorders	1-9	SW 573	3
SW 556 Social Work and Trauma Informed Community Practice	1-9	SW 573	3
NON-TRAUMA ELECTIVES- 3 cr (choose one below)			3 in total
SW 552 School Social Work and the Education of Exceptional Students	1-9	SW 572	3
SW 553 Social Work Practice with the Latino Community	1-9	SW 572	3
General Education Courses			
Not applicable			
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits (must match number of credits reported on page 1)**:**			32

CSCU Transfer Pathways

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

NOT APPLICABLE

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 associates degree, accelerated pathways from bachelors to masters, etc.):

The BSW program serves as a pathway into the MSW. Students in the BSW who meet the GPA requirements can enter the program as ADVANCED STANDING and in essence can complete the program on somewhat of an accelerated track.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

Students from programs like the BSW at WCSU would be able to enter the program as Advanced Standing.

Program Evaluation

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

CCSU has a comprehensive Assessment and Program review policy and procedure. Annual reports are required. In addition, as we will be seeking CSWE accreditation for this program, we will be required to assess the program and provide data to CSWE throughout the accreditation process. Initial Accreditation requires several site visits prior to approval of accreditation.

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? CCSU tracks performance data, enrollment, retention, completion, etc with various identifiers (race/ethnicity, gender, etc). We will monitor these numbers to identify any trends in the data that suggest an inequity within a particular group(s). It should be noted that our BSW program is one of the most diverse programs on campus with at least 50% underrepresented groups.
- 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. one of the reasons that we are designing an "on ground" program is that it allows students to have access to various academic and student support services. In addition, CCSU has also begun a comprehensive tutoring program that responds to student needs—the program has been described as "uber-tutor" as students can go online to arrange for tutoring almost immediately at a convenient location or online.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
  The data should be informative in terms of identifying where the inequities are and what type of resources are required to address/remedy those issues. CCSU is dedicated to student success and is prepared to provide necessary resources to assist in providing additional/enhanced support where needed.

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.

CSCU Academic & Student Affairs

Application for **New Program Approval**

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.

Click or tap here to enter text.

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*)

Click or tap here to enter text.

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): Dr. Mitch Page, page@ccsu.edu, 860-832-3131

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. Page has a doctorate in Social Work with years of experience in clinical practice, with an emphasis on healthcare and trauma. As program director, he is a 12 month appointment with 6-9 LH assigned during the fall/spring semester for program coordination duties. Remainder of credits is teaching.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 3 (2 have already been hired, 1 more during 2nd year)

If any new full-time hires, what percentage of program credits will they teach? 90-100%

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*) 4

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*) 3

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: at minimum, must have an MSW with experience as a practicing social worker.

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
Joanne Leon Assoc Prof (chair)	PhD	Clinical Social Work	Department chair and teaching
Mitch Page Assoc Prof	Ph.D.	Clinical Social Work	Prog. Coord, teaching
Sonia Figueroa Assist Prof	MSW/LMSW	Social Work	Clinical Coord, Teaching
To be hired (2nd year)		Clinical Social Work (Trauma(	Teaching

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)

Alternative Program (for those students without an undergraduate degree in Social Work but a related field)

MASTERS LEVEL- ENTRY TRACK (TOTAL 64 CREDITS)

SW 501 Integrative Seminar: Social Work Theory with Practice - Year 1 Semester 1 - 3 credits

SW 502 Social Welfare & Mental Health Policy and Services - 3 credits

SW 503 Human Behavior in the Social Environment I - 3 credits

SW 504 Disrupting for Social Justice and Equity within the Social Construct of Race - 3 credits

SW 505 Practicum Instruction I - 4 credits

SW 506 Integrative Seminar: Social Work Theory with Practice - Year 1 Semester 2 - 4 credits

SW 507 Social Work: Practice with Groups - 3 credits

SW 508 Human Behavior in the Social Environment - 3 credits

SW 509 Social Work Research Methods I - 3 credits

SW 510 Social Work Practicum Instruction I - Year 1 Semester 2 - 4 credits

UPON COMPLETION OF THE COURSEWORK ABOVE, STUDENTS IN THE ENRY LEVEL TRACK WOULD THEN FOLLOW THE PROGRAM AS DESCRIBED IN THE PROPOSAL.

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: Masters Social Work

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs																		
New Students (first time matriculating)	15	5					20	5					30	10				
Continuing Students progressing to credential			15	5				5	20	10				5	30	15		
Headcount Enrollment	15	5	15	5			20	10	20	10			30	15	30	15		
Total Estimated FTE per Year[1]	35						50						75					

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]	117K	24K	117K	24K			156K	49K	156K	49K			235K	73K	235K	73K		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$282,000						$410,00						$616,000					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$144,000	$144,000	$144,000
Faculty (Full-time, total for program)[4]	$116,640	$233,280	$233,280
Faculty (Part-time, total for program)[4]	$13032	$19,575	$26,100
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	$273,672	$396,855	$403,380

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.

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

Aynsley:

Yes, the program below is part of our mitigation plan.

Thank you,

Zulma

From: Diamond, Aynsley J <ADiamond@commnet.edu>
Date: Thursday, April 25, 2024 at 3:54 PM
To: Toro, Zulma R. (President CCSU) <toro@ccsu.edu>, Kostelis, Kimberly T. (Provost) <kimberly.kostelis@ccsu.edu>
Cc: Davis, Kaylah <KDavis@commnet.edu>
Subject: Presidential approval of new academic program

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Dear President Toro,

I hope that the remaining weeks of your semester are going well. 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 April 5th, 2024) are in alignment with CCSU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

New Program
     CCSU- MA – Social Work

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Bachelor of Arts in Computer Science
Central Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Computer Science, specifically a Name Change and request of a new OHE number at Central Connecticut State University.

A True Copy:

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

ITEM
Name Change for BS in Computer Science at Central Connecticut State University.

BACKGROUND AND PROPOSAL
CCSU offers two programs in Computer Science (CS). One of the programs has been in continuous accreditation since 1990 (currently ABET) and as such requires CS courses along with additional science/math courses to meet accreditation standards. This program is currently called CS-(Honors). CCSU offers a second program that is not accredited and thus does not require the additional science and math courses and is called CS-(Alternative). There is a long history of CS offering two different programs. In the 90's they were a BA and BS, and as far back as the 2001 catalog, the terms Honors and Alternative have been used.

It was recently discovered that in the OHE system, there is only one CS program (a single OHE number). Rather than two separate programs, they are listed as two different tracks in a single program. Central has found that this is problematic when inputting the two programs, especially with one being accredited and the other not. This proposal serves as a means to correct the inventory with the OHE.

We are also taking advantage of this opportunity to "clean-up" the catalog language to minimize confusion. For example, by changing the CS-Alternative to BA in Computer Science, will also allow the remaining program to be the BS in Computer Science, and thus removing the need to distinguish it by including the (Honors) descriptor. The "honors" creates some confusion as CCSU has an HONORS program for high performing students that is not related to the CS program.

With this change, there will be two programs. A Bachelor of Arts in Computer Science and a Bachelor of Science in Computer Science. In addition, the change to BA is consistent with other institutions who offer accredited versus non-accredited CS programs.

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.

5/3/2024 – BOR - Academic and Student Affairs Committee
5/23/2024 – Board of Regents

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: Central CT State University	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council:

NOTE: Use this form if modifying only the name of the program.

Current Program Characteristics

Name of Program: Computer Science

OHE #: <mark>NEED NEW OHE</mark> ---*this is not the creation of a new program but more of catalog clean-up.*

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)*: **Bachelor of Science degree**

Date Program was Initiated: circa 1990

Total # Credits in Program: 120

Credits in General Education: 42-46

CIP Code Number: 11.0101   Title of CIP Code: Computer and Information Science, General Department where program is housed: Computer Science

Location Offering the Program *(e.g., main campus)*: Main

Proposed New Name of Program: Computer Science, <mark>BA</mark>

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.

CCSU offers two programs in Computer Science (CS). One of the programs has been in continuous accreditation since 1990 (currently ABET) and as such requires CS courses along with additional science/math courses to meet accreditation standards. This program is currently called CS- (Honors). CCSU offers a second program that is not accredited and thus does not require the additional science and math courses and is called CS-(Alternative). There is a long history of CS offering two different programs. In the 90's they were a BA and BS,and as far back as the 2001 catalog, the terms Honors and Alternative have been used. Attached are the catalog pages for both programs. In the process of transitioning our programs to VEOCI it was discovered that in the OHE system there is only one CS program (a single OHE number). Rather than two separate programs, they are listed as two different tracks in a single program. As we update to VEOCI, we have found that this is problematic when inputting the two programs, especially with one being accredited and the other not. This proposal serves as a means to correct the inventory with the OHE and facilitating the proper upload to VEOCI. We are also taking advantage of this opportunity to "clean-up" the catalog language to minimize confusion. For example, by changing the CS-Alternative to BA in Computer Science, will also allow the remaining program to be the BS in Computer Science, and thus removing the need to distinguish it by including the (Honors) descriptor. The "honors" creates some confusion as CCSU has an HONORS program for high performing students that is not related to the CS program, although students enrolled in the CCSU-Honors Program can major in the BS-CS (Honors) program. With this change there will be two programs. A BA in CS and a BS in CS. In addition, the change to BA is consistent with other institutions who offer accredited versus non-accredited CS programs.

Programmatic Changes

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

No changes to the programs are required. This is only a change in name of the program.

Cost and Availability of Adequate Resources

If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.

*APPLICATION FOR **NAME CHANGE** – **MODIFICATION OF ACCREDITED PROGRAM***

Both programs have sufficient enrollment and are adequately resourced.		
Institutional Contact for this Proposal: James Mulrooney	Title: AVP Academic Affairs	Tel.: 832-2112 e-mail: mulrooneyj@ccsu.edu

CATALOG PAGES FOR CS PROGRAMS

https://ccsu.smartcatalogiq.com/current/undergraduate-graduate-catalog/undergraduate-majors/computer-science-bs/

Computer Science, B.S. (Alternate)

Proposal- change name to Computer Science, B.A.

A minor is required for this major.

Requirements

This alternative major may be completed in as few as four semesters.

30 credits of computer science courses, including:

CS 151	Computer Science I	3
CS 152	Computer Science II	3
CS 253	Data Structures and Introduction to Algorithms	3
CS 254	Computer Organization and Assembly Language Programming	3
CS 355	Systems Programming	3
	and	
	15 credits of computer science courses numbered CS 225 or higher.	

15 credits of computer science courses numbered CS 225 or higher, with at least 12 of those credits at the 300 level of higher

8 credits in mathematics:

MATH 152 and either MATH 217 or MATH 218

MATH 152	Calculus I	4
MATH 217	Discrete Mathematics for Computer Science	4
MATH 218	Discrete Mathematics	4

TOTAL CREDIT HOURS: 38

https://ccsu.smartcatalogiq.com/current/undergraduate-graduate-catalog/undergraduate-majors/computer-science-bs-honors/

Computer Science, B.S. (Honors)

Proposal- retain name as Computer Science, B.S. (eliminate use of honors descriptor)

A minor is not required with this major.

Requirements

Core Courses

CS 151	Computer Science I	3
CS 152	Computer Science II	3
CS 253	Data Structures and Introduction to Algorithms	3
CS 254	Computer Organization and Assembly Language Programming	3
CS 354	Digital Systems Design	3
CS 355	Systems Programming	3
CS 385	Computer Architecture	3

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

CS 463	Algorithms	3
CS 464	Programming Languages	3
CS 483	Theory of Computation	3
CS 492/CYS 492	Computer Security	3

Electives (12 credits):

12 credits of computer science courses numbered CS 225 or higher, with at least 9 of those credits at the 400 level or higher outside of the core or capstone.

Capstone Requirement

CS 410/CS 510	Software Engineering	3
CS 498	Senior Project	3

Related Requirement

MATH

MATH 152, (MATH 217 or MATH 218), MATH 221, and MATH 226

MATH 152	Calculus I	4
MATH 217	Discrete Mathematics for Computer Science	4
MATH 221	Calculus II	4
MATH 226	Linear Algebra and Probability for Engineers	4

SCIENCE
(One of the following sequences - BIO 121 & 122 or CHEM 161, 162, 200, 201 or PHYS 125 & 126 or GSCI 121, 125, 141,145)

BIO 121	General Biology I	4
BIO 122	General Biology II	4

*APPLICATION FOR **NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

	or	
CHEM 161	General Chemistry	3
CHEM 162	General Chemistry Laboratory	1
CHEM 200	Foundations of Analytical Chemistry	3
CHEM 201	Foundations of Analytical Chemistry Laboratory	1
	or	
GSCI 121	The Dynamic Earth	3
GSCI 125	The Dynamic Earth Laboratory	1
GSCI 141	Earth and Life History	3
GSCI 145	Earth and Life History Laboratory	1
	or	
PHYS 125	University Physics I	4
PHYS 126	University Physics II	4

Central Connecticut State University

BS Computer Science

Alternative Program

Name:_____ ID#:_____

Effective Fall 2020

General Education

Study Area I - *Arts & Humanities (9 credits)*

	credits	grade
Literature	3	

Study Area II - *Social Sciences (9 credits)*

HIST	3	

Study Area III - *Behavioral Sciences (6 credits)*

Study Area IV - *Natural Sciences (6-7 credits)*

Skill Area I - *Communication Skills (6 credits)*

WRT 105 or 110 College Writing		

Skill Area II - *Mathematical (6 credits)*

MATH 152 Calculus I	4	
MATH 217/218 Discrete Math for CS Majors	4	

Skill Area III - *Foreign Language (check one)*

	3 sequential years of one foreign language at the high school level
	passed the foreign language placement exam
	completed 112 or 118 foreign language courses
	demonstration of native proficiency in a language other than English

Skill Area IV - *Univ. Requirements (2-3 credits)*

PE 144 - Fitness / Wellness	2	
Other unused skill area course for Transfer Students		

Other Graduation Requirements

International Requirement		
International Requirement		
FYE*- *students entering with less than 15 cr*		

*First Year Experience

A minimum of 30 credits 'in residence', with at least 15 credits in the major and 9 credits in the minor, is required for a bachelor's degree

Major Requirements

(38 credits total, including MATH 152 and 217/218)

Core Requirements *(15 credits)*

		credits	grade
CS 151	Computer Science I	3	
CS 152	Computer Science II	3	
CS 253	Data and File Structures	3	
CS 254	Comp Org & Assembly Lang Prog	3	
CS 355	Systems Programming	3	

Computer Science - Electives *(15 credits)* *

* Only courses numbered 225 and above can be counted in this area.

Any combination of the following courses totaling 15 semester hours -
CS 225, 290, 291, 300, 354, 385, 398, 407, 410, 415, 416, 417, 418, 419, 423, 425, 455, 460, 462, 463, 464, 465, 473, 481, 483, 490, 492, 493, 494, 495, 498. Note: At least 12 credits must be 300 level or higher.)

Minor *(18-24 credits)*

Concentration in Cybersecurity (Optional) *(total of 12 semester hours)*

CS 492 Computer Security	3	
	3	
	3	
	3	

CS 492 plus any combination of the following courses totaling 9 semester hours - CS 291, 419, 455, 493, 494

Electives *(to complete the required 120 credits)*

Central Connecticut State University

BS Computer Science

Honors Program   Name:_____   ID#:_____

Effective Fall 2020

General Education

Study Area I - *Arts & Humantites (9 credits)*

	credts	grade
Literature	3	

Study Area II - *Social Sciences (9 credits)*

HIST	3	

Study Area III - *Behavioral Sciences (6 credits)*

Study Area IV - *Natural Sciences (6-7 credits)*

Skill Area I - *Communication Skills (6 credits)*

WRT 105 or 110 College Writing		

Skill Area II - *Mathematical (6 credits)*

MATH 152 Calculus I	4	
MATH 217 or 218 Discrete Math	4	

Skill Area III - *Foreign Language (one)*

	3 years of one foreign language / HS level	
	passed the foreign language placement exam	
	completed 112 or 118 foreign lang courses	
	native prof. in language other than English	

Skill Area IV - *Univ. Requirements*

PE 144 - Fitness / Wellness	2	

Major Requirements

Core Requirements - *(33 credits)*

		credts	grade
CS 151	Computer Science I	3	
CS 152	Computer Science II	3	
CS 253	Data and File Structures	3	
CS 254	Assembly Lang Prog	3	
CS 354	Digital Systems Design	3	
CS 355	Systems Programming	3	
CS 385	Computer Architecture	3	
CS 463	Algorithms	3	
CS 464	Programming Languages	3	
CS 483	Theory of Computation	3	
CS 492	Computer Security	3	

Advanced Electives *(9 credits) - Choice of 3*

	credits	grade
	3	
	3	
	3	

Any combination of the following courses totaling 9 semester hours-CS 407, 415, 416, 417, 418, 419, 423, 425, 455, 460, 462, 465, 473, 481, 490, 491, 493, 494, 495

Auxiliary Electives *(3 credits)*

	3	

3 credits - CS 290, CS 291, 300, 398, 499 or an additional Advanced Elective

Capstone Requirement *(6 credits)*

CS 410	Software Engineering	3	
CS 498	Senior Project	3	

Math/Statistics *(16 credits - Satisfies Skill Area II)*

MATH 152 Calculus I	4	
MATH 217 or 218 Discrete Math	4	
MATH 221 Calculus II	4	
MATH 226 Linear Algebra & Prob	4	

Science

(8 credits) - Satisfies Study Area IV	credits	grade

One of the following sequences -BIO 121 & 122 *or* CHEM 161, 162, 200, 201 *or* PHYS 125 & 126 *or* GSCI 121, 125, 141,145.

ETS Proficiency Exam Requirement	

Concentration in Cybersecurity (optional)

(9 credits) - Choice of 3

	3	
	3	
	3	

Any combination of the following courses totaling 9 semester hours - CS 291, 419, 455, 493, 494

Free Electives *(to complete the required 120 credits)*

Other Graduation Requirements

International Requirement		
International Requirement		
FYE*-*students entering with less than 15 cr*		

*First Year Experience

A minimum of 30 credits 'in residence', with at least 15 credits in the major and 9 credits in the minor, is required for a bachelor's degree

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
designating Aimee Crawford

to fill the
ROBERT C. VANCE ENDOWED CHAIR IN JOURNALISM & MASS COMMUNICATIONS
at
CENTRAL CONNECTICUT STATE UNIVERSITY

May 23, 2024

WHEREAS, Central Connecticut State University is seeking to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of journalism and mass communication, and

WHEREAS, Ms. Aimee Crawford has decades of experience as an editor, journalist and writer. Her distinguished career as an editor began at The Sporting News, then continued at CNN/Sports Illustrated, Major League Baseball Advanced Media, Sports Illustrated, and ESPN, where she was Senior Editor for *ESPN The lvfagazine* and *ESPN.com*. She currently serves as an Assistant Professor of Journalism at Springfield College. Ms. Crawford was Senior Editor for an ESPN team that won the 2018 George Foster Peabody Award for "Spartan Silence: Crisis at Michigan State." Ms. Crawford's professional experiences will inspire Central students planning careers in journalism and mass communication, and

WHEREAS, Ms. Crawford received her bachelor's degree with Honors in Journalism and French from Oklahoma State University. She also received a Certificate in French Language and Literature from the University of Paris- Sorbonne. She holds a master's degree in Journalism and Magazine Publishing from Northwestern University; and

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Aimee Crawford to this position, be it

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Aimee Crawford to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication at Central Connecticut State University at the rank of Associate Professor for a period of one-year, renewable yearly at CCSU's discretion.

A True Copy:

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

ITEM
Designation to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication at Central Connecticut State University effective for the Fall 2024 semester.

BACKGROUND
Central Connecticut State University has requested designation of Ms. Aimee Crawford to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication. The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers Central students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to Central and the Connecticut State Colleges and Universities System. The Vance Endowed Chair will engage in the following activities:

- **Teaching**. Offer one class per semester. Topics chosen in consultation with the Departments of Journalism and Communication as well as the Dean.
- **Mentorship**. Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming**. Promote public events that bring distinguished practitioners in journalism and mass communication to Central, working collaboratively with the Dean's Office and the Office of Institutional Marketing and Communications.

President Toro advises that the recommendation be brought forward for the Board of Regents consideration following an extensive search.

RECOMMENDATION
That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Ms. Aimee Crawford as the Robert C. Vance Endowed Chair in Journalism & Mass Communication by adopting the proposed resolution.

05/03/2024 – BOR -Academic and Student Affairs Committee
05/23/2024 – Board of Regents

MEMORANDUM

DATE: April 9, 2024

TO: Terrence Cheng, Chancellor
Connecticut State Colleges & Universities System

FROM: Zulma R. Toro, President
Central Connecticut State University

SUBJECT: Recommendation to Appoint Aimee Crawford to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Aimee Crawford of West Hartford, Connecticut, as the holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University.

Following an extensive search, faculty in the Departments of Journalism and Communication unanimously recommended the appointment of Ms. Crawford.

This appointment will be as a part-time Associate Professor for a period of one year, renewable afterwards at Central's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Dean of the Carol A. Ammon College of Liberal Arts & Sciences, Dr. Robert Wolff, as well as the Provost and Vice President of Academic Affairs, Dr. Kimberly Kostelis.

Ms. Crawford has decades of experience as an editor, journalist and writer. Her distinguished career as an editor began at The Sporting News, then continued at CNN/Sports Illustrated, Major League Baseball Advanced Media, Sports Illustrated, and ESPN, where she was Senior Editor for *ESPN The Magazine* and *ESPN.com*. She currently serves as an Assistant Professor of Journalism at Springfield College. Ms. Crawford was Senior Editor for an ESPN team that won the 2018 George Foster Peabody Award for "Spartan Silence: Crisis at Michigan State." Ms. Crawford's professional experiences will inspire Central students planning careers in journalism and mass communication.

Ms. Crawford received her bachelor's degree with Honors in Journalism and French from Oklahoma State University. She also received a Certificate in French Language and Literature from the University of Paris-Sorbonne. She holds a master's degree in Journalism and Magazine Publishing from Northwestern University.

The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers Central students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to Central and the Connecticut State Colleges and Universities System. The Vance Endowed Chair will engage in the following activities:

1615 Stanley Street - P.O. Box 4010 - New Britain, Connecticut 06050-4010 - T: 860-832-3000 -F: 860-832-3033 -www.ccsu.edu
CCSU is an Equal Opportunity Employer/Educator
ASA 05-10-2024 Page #154 of 389

- **Teaching.** Offer one class per semester. Topics chosen in consultation with the Departments of Journalism and Communication as well as the Dean.
- **Mentorship.** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming.** Promote public events that bring distinguished practitioners in journalism and mass communication to Central, working collaboratively with the Dean's Office and the Office of Institutional Marketing and Communications.

In recruiting for the Vance Endowed Chair, priority is given to individuals with distinguished records in journalism or mass communication. The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in fostering public discourse. Ms. Crawford's qualifications perfectly match the prestige and expectations of an Endowed Chair.

Curriculum Vitae

Aimee J. Crawford

EDUCATION
M.S. in Journalism/Magazine Publishing, June 1996
Northwestern University, Evanston, Ill.

Certificate in French Language and Literature, April 1994
University of Paris-Sorbonne, Paris

B.A. Honors in Journalism and French, May 1993
Oklahoma State University, Stillwater, Okla.

TEACHING EXPERIENCE
Assistant Professor, 2021-present
Springfield College, Springfield, Mass.
Courses taught: Sports Writing; Media, Sport and Culture; Feature Writing; Newspaper Design and Production; Sports Information; First-Year Seminar; Student Newspaper Practicum

Lecturer, 2018-2019
Central Connecticut State University, New Britain, Conn.
Courses taught: Magazine Journalism, Feature Writing

Teaching Assistant, 1993
Oklahoma State University School of Media and Strategic Communications, Stillwater, Okla.
Course taught: Introduction to Journalism

PROFESSIONAL EXPERIENCE
Senior Editor, September 2012-2021
ESPN The Magazine and ESPN.com, Bristol, Conn.
Conceived, assigned and edited short- and long-form features, enterprise and investigative projects, and broadcast packages. Managed and developed the skills of junior editors and writers. Collaborated across platforms, including digital, TV, radio and podcasts, to create multimedia packages and daily content.

Editor in Chief, January 2011-September 2012
ESPN High School/ESPNHS GIRL magazine, Bristol, Conn.
Crafted editorial strategy and developed content for teen athletes and fans of high school sports across print, digital, social media and live-event platforms at ESPN. Directed redesign of quarterly girls' high school sports magazine. Established a nationwide network of high school-aged bloggers for ESPN.com and espnW.com.

Senior Editor, September 2005-December 2010
Sports Illustrated, New York, N.Y.
Developed, assigned and edited feature stories, columns, theme issues and cover packages such as SI's award-winning college basketball and NCAA tournament previews, 50 Years of Faces in the Crowd and Where Are They Now? Mentored writers, assigned and selected photos, collaborated with designers, and wrote display copy and cover lines. Served as a liaison between magazine and online editorial departments. Top-edited digital features.

Assistant Managing Editor, December 2002-August 2005
SI.com, New York, N.Y.
Managed the day-to-day operations of the website for *Sports Illustrated*, overseeing copy flow, freelance budget and daily planning meetings. Top-edited original features and columns. Directed intern program and served on Time Inc.-wide intern selection committee.

Deputy Managing Editor, March 2001-November 2002
Major League Baseball Advanced Media (MLB.com), New York, N.Y.
Managed and trained an editorial team of 20 writers, editors and producers. Created editorial calendar and worked under tight daily deadlines. Served as on-site lead editor for live-event coverage (All-Star Game, World Series and Major League Baseball Amateur Draft).

Senior editor, July 1999-January 2000; New York Bureau Chief, February 2000-February 2001
CNN/Sports Illustrated, New York, N.Y.
Top-edited original web features and columns from Sports Illustrated writers. Reported from events such as the World Series, U.S. Open tennis tournament and Final Four.

Associate editor, March 1996-July 1997; Assistant managing editor, August 1998-June 1999
The Sporting News, St. Louis, Mo.
Part of a five-person team that launched *The Sporting News'* website, TSN.com. Conceived, edited and produced multimedia packages such as Best Sports City, Top 100 Baseball Players and archival content. Implemented and managed interactive content such as message boards, athlete chats and forums. Wrote features and front-of-the-book stories for the magazine.

Freelancer, January 1994-January 2011
Paris City Magazine, Paris; San Antonio Express-News, San Antonio, Texas; St. Louis Post-Dispatch, St. Louis; People Magazine, New York, N.Y.
Wrote and reported feature stories for a bi-weekly English-language magazine based in Paris. Wrote on deadline from the NCAA Men's and Women's basketball tournament for two newspapers. Covered the Westminster Dog Show for People.com and *People* Magazine.

SCHOLARLY PRESENTATIONS
"The Grass Ceiling: How Women and Girls Have Been Shut Out of Baseball," Colloquium Series of the Departments of Literature, Writing, and Journalism and Humanities and Social Sciences, Springfield College, April 6, 2023

"The History of Women's Baseball," International Sports History Scientific Development Summit Forum, Chengdu Sport University, Chengdu, China, May 20, 2023

ADVISING
Faculty advisor to the Springfield College student newspaper and *Pride Sports Journal*, an annual sports feature magazine

Primary academic advisor to 10 students in the Springfield College Communications/ Sports Journalism major

AWARDS AND HONORS
George Foster Peabody Award, "Spartan Silence: Crisis at Michigan State," E:60, OTL, espnW, Sportscenter, 2019 (Senior editor)

Folio Eddie & Ozzie Awards, Magazine of the Year, *ESPN The Magazine*, 2018 (Senior editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Magazine-Length Feature, "Konchalski cements legacy as evaluator," *Sports Illustrated*, 2010 (Editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Magazine-Length Feature: "Fast and Furious: The Dribble-Drive Motion offense, a relentless and innovative attack that's all the rage among teams at all levels," *Sports Illustrated*, 2008 (Editor)

Best American Sportswriting, "The Ultimate Assist," 2007 (Editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Investigative/ Enterprise: "Analyzing the 65-team field for the NCAA tournament," *Sports Illustrated*, 2006

American Society of Magazine Editors National Magazine Award for General Excellence in New Media, *The Sporting News*, 1998

Best Start-up, *BusinessLink*, Association for Education in Journalism and Mass Communications Magazine Contest, 1996

Oklahoma State University College of Arts and Sciences Outstanding Graduate, 1993

BOOKS
Co-author, *All Access: Your Pass to Behind the Scenes Photos of Athletes, Locker Rooms and More* (Sports Illustrated for Kids/Time Inc., 2010)

SELECTED ARTICLES

"More Than A Movie, 'A League of Their Own' Has Become A Movement," BeHer Sports, Sept. 2, 2022

"30 Years After Breaking the Ice, Manon Rhéaume Looks at What's Next for Women's Hockey," *Sports Illustrated*, Jan. 29, 2022

"Athletes Unlimited Is Bringing Women Athletes—and Couples—Together," *Sports Illustrated*, Jan. 25, 2022

"Exclusion to Exclusivity: The History of Women Running the New York City Marathon," *Sports Illustrated*, Nov. 5, 2021

"From The Olympics To Cobra Kai, Karate Is Having A Moment — And So Is Sakura Kokumai," BeHer Sports, July 6, 2021

"Five U.S. Women Looking for Redemption at the Tokyo Games," *Sports Illustrated*, July 17, 2021

"Meet Oklahoma Softball's Smash Sisters," *Sports Illustrated*, June 5, 2021

"Mothers had major league influence on Mookie Betts, Zion Williamson, Hughes brothers," *ESPN.com, May 10, 2020*

"Maddy Freking making her mark as only girl at Little League World Series," *ESPN.com, Aug. 19, 2019*

"A literary home run helped Toni Stone, baseball's first woman player, find a stage of her own," *espnW.com, June 21, 2019*

"A tournament of their own," *ESPN.com, Oct. 24, 2018*

"Bravo, Simone Biles, for taking a stand against ADHD stigma," *espnW.com, Sept. 21, 2016*

"Raising them to be resilient: Wisdom from the parents of superstars," *espnW.com, Aug. 17, 2016*

"Hispanic girls moving beyond traditional roles, onto playing field," *ESPN.com, Oct. 11, 2011*

"Are show dogs athletes?" *People.com, Nov. 23, 2010*

"Inside the Green Monster: A behind-the-scenes look at the most famous leftfield wall in baseball," *Sports Illustrated Kids, July 2010*

"Behind the mask: NHL goalies share the secrets of artwork on their helmets," *Sports Illustrated Kids, May 2010*

"My Sportsman: The Working Mom," *SI.com, Nov. 18, 2009*

"Filly Genuine Risk galloped into Derby history," *Sports Illustrated, May 5, 2006*

"Effa Manley: The first lady of Black baseball," *MLB.com, May 23, 2002*

"Yankee Stadium fans provided World Series soundtrack," *MLB.com, Oct. 23, 2001*

"Greatest Sportswomen of the 20th Century," *Sports Illustrated Women, November 1999*

"From spikes to salutes: A history of end-zone celebrations," *The Sporting News, Jan. 20, 1999*

"Groundskeeper scoops up McGwire's historic homer," *The Sporting News, Sept. 8, 1998*

"*Hoosiers* has nothing on Valparaiso's cast," *San Antonio Express News, March 20, 1998*

SELECTED ENTERPRISE PROJECTS
"The Grass Ceiling," an in-progress documentary on girls and women in baseball directed by Sarah Strauss, 2018-present (consultant)

"Is the NHL the future of marijuana in pro sports?," *ESPN. com, March 7, 2019 (Editor)*

"What's lurking in your stadium food?," *Outside the Lines* and ESPN.com, Dec. 13, 2018 (Editor)

"Sister Survivors: Members of the army of women who brought down Larry Nassar, share their stories," *ESPN The Magazine,* January-October, 2018 (Editor)

"Dear Me: Twelve stars write letters of advice to themselves as young athletes," *ESPN The Magazine,* June 28, 2013 (Editor)

"The Power of Title IX," *ESPNW.com,* March-June 2012 (Editor)

"50 Years of Faces in the Crowd," *Sports Illustrated,* Dec. 15, 2006 (Editor)

PROFESSIONAL MEMBERSHIPS
Association for Women in Sports Media (AWSM), Association for Education in Journalism and Mass Communications (AEJMC), Society of Professional Journalists (SPJ), Associated College Press (ACP)

SERVICE TO THE JOURNALISM PROFESSION
Judge, National City and Regional Magazine Awards contest, University of Missouri School of Journalism (2023)

Media Critique faculty, Associated College Press Spring National Conference, San Francisco, Calif. (2023)

Panelist, "Issues for Women in Sports Media," Rutgers University Global Sports Business Master's Program (2016-2021)

Panelist, Central Connecticut State University Sports Journalism Program conference (2018)

Student Chapter Advisor, Association for Women in Sports Media (2013-2016)

Past vice president, Association for Women in Sports Media (1998-2000)

ACADEMIC SERVICE
Co-moderator, Springfield College Arts & Humanities Speaker Series with Emmy Award-winning Journalist Jemele Hill, October 2023

Guest lecturer in Anne Wheeler's Advanced Composition course (Profile Writing), September 2023

Distinguished Springfield Professor of Humanics (DSPH) team member, Springfield College, 2022-2023

Faculty mentor to visiting scholar Lulu Liu, Springfield College, 2022-2023

Arts and Humanities Speaker Committee, Springfield College, 2023-2023

Faculty Innovations Group Committee, Springfield College, 2023-present

Communications/Sports Journalism Curriculum Committee, Springfield College, 2021-present

Department of Literature, Writing and Journalism Student Affairs Committee, Springfield College, 2021-2022

Advisor for Incoming First-Year Student Orientation, Springfield College, 2022-2023

Panelist, Center for Excellence for Teaching, Learning, and Scholarship's Spring Conference, Springfield College, 2022

SERVICE TO THE COMMUNITY
Volunteer, Fern Street Community Kitchen Food Pantry (2016-present)

Board of Directors, West Hartford Girls Basketball League (2016-2018)

Volunteer coach, West Hartford Softball League (2021-22), West Hartford Youth Baseball League (2012-2019), West Hartford Girls Basketball League (2016-2018) and West Hartford Youth Soccer League (2012-2015)

Board Member, Harlem RBI (Reviving Baseball in Inner Cities) Women's Committee (2005-2017)

Student Advisor/Volunteer Editor, Harlem RBI Report (2000-2004)

Volunteer, Big Brothers/Big Sisters (1997-2000)

Volunteer, Habitat for Humanity (1993-1999)

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

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

SECTION 1: GENERAL INFORMATION	
Institution: CENTRAL	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council: 3/20/24

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

Parent Program

Name of Program: Business Analytics, BS and Business Administration, MBA

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

OHE #:   02816

CIP Code Number 520303   Title of CIP Code: Business/Management

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization: **Accelerate Central (BS in Business Analytics to MBA)**

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

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

Program website: https://www.ccsu.edu/programs/business-bs

Program Type *(e.g., Bachelor Degree Option)*: **accelerated Bachelor to Master's degree**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Fall 2026

Total # Credits in Program: 120 + 30 (Accelerate would be 144 credits total-6 double counted)

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   5

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

CIP Code Number: 520303   Title of CIP Code: : Accounting and Business/Management

Department where program is housed: School of Business

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: Qualified Central students can earn both a Bachelor's degree and Master's degree in several majors through the university's Accelerate Central Programs. Advanced degrees can play a critical part in helping you advance in your career as you gain advanced knowledge in your field and elevate your skills. For those choosing to continue their education, the Accelerate Central Programs serve as an important step on your journey to earning a doctorate degree.

Eligible students can apply to the Accelerate Central Program in their major during the second semester of their third year of full-time study at Central.

Admission to the program is open to students who began their educational careers at Central, as well as transfer students.

https://www.ccsu.edu/accelerate-central

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

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

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)

Institutional Contact for this Proposal: James Mulrooney	Title: AVP Academic Affairs	Tel.: 832-2112 e-mail: mulrooneyj@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)* Accelerate Central Aligns with CCSU's mission and Strategic Plan. Specifically, CCSU strives to Enhance academic excellence and prepare graduates to thrive in a changing economy, AND Increase access to Higher Education and ensuring student success. Also as stated in our mission statement CCSU provides broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

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 proposal combines two existing programs, that are both deemed desirable within the business community. The BS in Business Analytics is a relatively new and rapidly growing program and field that was created in response to feedback from our businesses partners. The MBA opens many opportunities within the business field and in many ways is the terminal degree.

    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?

    Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

- 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 monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In

addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route.

- 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.

  As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

  The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

- 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 program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

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

  Southern has a similar program—duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level 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.

As both programs are currently offered, there are no additional resources required.

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.

NONE

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.

Current students enrolled in the UG program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

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): 11.1021 General and Operations Managers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $106,000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative and Business Management

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ 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. Thinking SkillsTS1: MBA students will gather, analyze, and synthesize relevant data and information in order to solve problems and arrive at appropriate decisions.
2. Communication Skills. CS1: MBA students will prepare and deliver an effective business document. CS2: MBA students will prepare and deliver an effective business presentation.
3. Leadership Skills: LS1: MBA students will evaluate how leadership traits and behaviors affect key stakeholders.
4. Specialized Knowledge: SK1: MBA students will utilize quantitative analysis methods to identify salient information and trends in data. SK2: MBA students will analyze the impact of organizational decisions on stakeholders.

Assessment of Learning Outcomes

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

The undergraduate and graduate programs already have their own learning outcomes and assessment methods. Assessment is done at each program level. As this is more of an advising pathway, no independent assessment is done.

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): **Administration is done by the school in conjunction with Graduate Studies.**

- Name: Lisa Frank, Dean School of Business
- Email: franklic@ccsu.edu   Phone: (860) 832-3209

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program no load associated with administration.

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 (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

What percentage of program credits will be taught by adjunct faculty? 15%

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

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
Hamid Sakaki, Assoc Prof	Ph.D	Finance	Teaching

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

Michael Gendron, Prof	PhD	MIS	Teaching	
Kareem Shabana Prof	PhD	Management and Org	Teaching	
Mark Cistulli, Prof	PhD	Marketing	Teaching	
Keshab Acharya, Assoc Prof	PhD	Management and Org	Teaching	

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.

Prerequisite Foundational Courses (24 credits):			
AC 500 Financial and Managerial Accounting	1,2,3,4		3
FIN 500 Managerial Finance	1,2,3,4		3
LAW 500 Business Law and the Legal Environment	4, 6		3
MGT 500 Management of Contemporary Organizations	3,4,6		3
MKT 500 Marketing Management	1,2,3,4,6		3
MC 500 Advanced Managerial Communication	3,4,6		3
MIS 500 Management Information Systems	1,5		3
BUS 505 Quantitative Methods for Business	1,5		3
Common Core Courses (18 credits)			
AC 531 Accounting Information for Decision Making	1,2,3,6	Admission to the MBA	3
MIS 531 Strategic IT Alignment	1,5	Admission to the MBA	3
FIN 531 Corporate Finance	1,2,3,4,6	Admission to the MBA	3
MGT 531 Managing and Leading in the Contemporary Organization	3,4,6	Admission to the MBA	3
MKT 531 Strategic Marketing	1,3,5,6	Admission to the MBA	3
BUS 538 Business Quantitative Analytics	1,5	Admission to the MBA	3
BUS 580 Applied Business Research	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
or			
BUS 581 Graduate Special Project	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
and			
BUS 582 Graduate Capstone Seminar	1,2,3,4,5,6	Completion of core requirements; at least three	0

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

		specialization courses or permission of the Associate Director of Graduate Programs	

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			30

What are the admissions requirements for the program? For acceptance into *Accelerate Central,* undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in *Accelerate Central*.

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

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: Defined by the Graduate Program

Describe the prospective students for the program: Students currently enrolled in the UG BS in Business Analytics program.

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Business Analytics program that Accelerate Central, leading to an accelerated MBA is available.

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

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

SECTION 1: GENERAL INFORMATION

Institution: CENTRAL	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council: 3/20/24

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

Parent Program

Name of Program: Business, BS and Business Administration, MBA

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

OHE #:   02816

CIP Code Number 520303   Title of CIP Code: Business/Management

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization: **Accelerate Central (BS in Business to MBA)**

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

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

Program website: https://www.ccsu.edu/programs/business-bs

Program Type *(e.g., Bachelor Degree Option)*: **accelerated Bachelor to Master's degree**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Fall 2026

Total # Credits in Program: 120 + 30 (Accelerate would be 144 credits total-6 double counted)

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   5

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

CIP Code Number: 520303   Title of CIP Code: : Accounting and Business/Management

Department where program is housed: School of Business

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: Qualified Central students can earn both a Bachelor's degree and Master's degree in several majors through the university's Accelerate Central Programs. Advanced degrees can play a critical part in helping you advance in your career as you gain advanced knowledge in your field and elevate your skills. For those choosing to continue their education, the Accelerate Central Programs serve as an important step on your journey to earning a doctorate degree.

Eligible students can apply to the Accelerate Central Program in their major during the second semester of their third year of full-time study at Central.

Admission to the program is open to students who began their educational careers at Central, as well as transfer students.

https://www.ccsu.edu/accelerate-central

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

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

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,
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)

Institutional Contact for this Proposal: James Mulrooney	Title: AVP Academic Affairs	Tel.: 832-2112 e-mail: mulrooneyj@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)* Accelerate Central Aligns with CCSU's mission and Strategic Plan. Specifically, CCSU strives to Enhance academic excellence and prepare graduates to thrive in a changing economy, AND Increase access to Higher Education and ensuring student success. Also as stated in our mission statement CCSU provides broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

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 proposal combines two existing programs, that are both deemed desirable within the business community. The BS in Business is a relatively new program that was created in response to feedback from businesses that needed more of a "generalist" than a specialized business degree (ex, finance, accounting, etc). The MBA opens many opportunities within the business field and in many ways is the terminal degree.
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?
Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.
• 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?
We will monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In

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

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative and Business Management

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.

1. Thinking SkillsTS1: MBA students will gather, analyze, and synthesize relevant data and information in order to solve problems and arrive at appropriate decisions.
2. Communication Skills. CS1: MBA students will prepare and deliver an effective business document. CS2: MBA students will prepare and deliver an effective business presentation.
3. Leadership Skills: LS1: MBA students will evaluate how leadership traits and behaviors affect key stakeholders.
4. Specialized Knowledge: SK1: MBA students will utilize quantitative analysis methods to identify salient information and trends in data. SK2: MBA students will analyze the impact of organizational decisions on stakeholders.

Assessment of Learning Outcomes

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

The undergraduate and graduate programs already have their own learning outcomes and assessment methods. Assessment is done at each program level. As this is more of an advising pathway, no independent assessment is done.

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): **Administration is done by the school in conjunction with Graduate Studies.**

- Name: Lisa Frank, Dean School of Business
- Email: franklic@ccsu.edu   Phone: (860) 832-3209

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program no load associated with administration.

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 (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

What percentage of program credits will be taught by adjunct faculty? 15%

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

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
Hamid Sakaki, Assoc Prof	Ph.D	Finance	Teaching

Michael Gendron, Prof	PhD	MIS	Teaching	
Kareem Shabana Prof	PhD	Management and Org	Teaching	
Mark Cistulli, Prof	PhD	Marketing	Teaching	
Keshab Acharya, Assoc Prof	PhD	Management and Org	Teaching	

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.

Prerequisite Foundational Courses (24 credits):			
AC 500 Financial and Managerial Accounting	1,2,3,4		3
FIN 500 Managerial Finance	1,2,3,4		3
LAW 500 Business Law and the Legal Environment	4, 6		3
MGT 500 Management of Contemporary Organizations	3,4,6		3
MKT 500 Marketing Management	1,2,3,4,6		3
MC 500 Advanced Managerial Communication	3,4,6		3
MIS 500 Management Information Systems	1,5		3
BUS 505 Quantitative Methods for Business	1,5		3
Common Core Courses (18 credits)			
AC 531 Accounting Information for Decision Making	1,2,3,6	Admission to the MBA	3
MIS 531 Strategic IT Alignment	1,5	Admission to the MBA	3
FIN 531 Corporate Finance	1,2,3,4,6	Admission to the MBA	3
MGT 531 Managing and Leading in the Contemporary Organization	3,4,6	Admission to the MBA	3
MKT 531 Strategic Marketing	1,3,5,6	Admission to the MBA	3
BUS 538 Business Quantitative Analytics	1,5	Admission to the MBA	3
BUS 580 Applied Business Research	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
or			
BUS 581 Graduate Special Project	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
and			
BUS 582 Graduate Capstone Seminar	1,2,3,4,5,6	Completion of core requirements; at least three	0

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

		specialization courses or permission of the Associate Director of Graduate Programs	

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			30

What are the admissions requirements for the program? For acceptance into *Accelerate Central,* undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in *Accelerate Central*.

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

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: Defined by the Graduate Program

Describe the prospective students for the program: Students currently enrolled in the UG BS in Business program.

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Business program that Accelerate Central, leading to an accelerated MBA is available.

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

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

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State	Please enter the following dates: Final approval by institution: 2/12/24 Submission to 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.

Parent Program
Name of Program: **Computer Information Technology**
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **master of science**
OHE #: 06901
CIP Code Number: 11.0103   Title of CIP Code: Information Technology

Proposed Program Characteristics
Name of Option/Track/Concentration/Specialization: Accelerate Central BS Cybersecurity to MS Comp Info Tech
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-information-technology-ms
Program Type *(e.g., Bachelor Degree Option)*: **Master's Degree (accelerated from BS in Cybersecurity**
Anticipated Program Initiation Date: Fall 2024
Anticipated Date of First Completion: Spring 2026
Total # Credits in Program: 33 (accelerate program is 142)
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://www.ccsu.edu/bursar

CIP Code Number: 11.0103   Title of CIP Code: Information Technology

Department where program is housed: Computer Science and Computer Electronics and Graphics Technology
Location Offering the Program *(e.g., main campus)*: Main campus- Central

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

Provide the intended catalog description for this program Toward the goal of preparing information technology (IT) practitioners for the 21st century, the MS CIT program integrates disciplines of the IT field, including computer science, and networking and telecommunications, providing the student with both breadth and depth of knowledge and skill-based expertise in this field.

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: James Mulrooney	Title: AVP Acad Affairs	Tel.: 832-2112 e-mail: mulrooneyj@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)* This proposal combines two existing programs, that are both deemed desirable within the Computer Science/Cybersecurity and Information Technology community. The BS in Cybersecurity is a rapidly growing program and field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level.

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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

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 proposal combines two existing programs, that are both deemed desirable within the Computer Science/Cybersecurity and Information Technology community. The BS in Cybersecurity is a rapidly growing program and field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level.

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  Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

- 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 monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route. Describe specific aspects of the program (e.g., interventions to address

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

college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

  The data will be used to determine if inequities are occurring.   The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

- 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 program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
Southern has a similar program—duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level 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.

As both programs are currently offered, there are no additional resources required.

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.

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.

Current students enrolled in the UG program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

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): 15.1210; Computer and Information Analysts, 15.1211; Computer System Analysts, 15.1212; Information Security Analysts

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $100,500, $121,000

Applicable Industries

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

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541512 Computer Systems Design Services

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ 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. theoretical and conceptual mastery of a broad base of computer science, and networking and telecommunications skills required for successful careers in the IT field.
2. application-based mastery of a broad base of computer science and/or networking and telecommunications skills required for successful careers in the IT field.
3. the ability to conduct and present applied research through a research team project.

Assessment of Learning Outcomes

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

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 Neli Zlatareva
- Email: zlatareva@ccsu.edu   Phone: 860.832.2723

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Computer Science. 1 LH for Program Coordination/semester

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)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

What percentage of program credits will be taught by adjunct faculty? 0

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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Neli Zaltvera, Prof	Ph.D	Computer Science	Prog Coord/Teaching

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

Xiaobing Hou, Prof	Ph.D.	Network Technology	Teaching	
Shushan Zhao. Assoc Prof	Ph.D.	Computer Science	Teaching	

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			
CS 500 Computer Science for Computer Information Technology	1,2	Admission to program	3
CET 501 Applied Networking Technology I	1,2,3	Admission to Program	3
CS 501 Foundations of Computer Science	1,2	CS 500	3
CS 502 Computing and Communications Technology	1,2,3	Admission to Program	3
CIT 595 Capstone in Computer Information Technology	1,2,3	Permission of Advisor	3
ELECTIVES			
CS 409/CYS 409 Advanced CS Topics in Cybersecurity	2,3	Permission of instructor	3
CS 423 Computer Graphics	2,3	CS 501	3
CET 507 Advanced Topics in IT Cybersecurity	2,3	CET 501	3
CET 513 Computer Applications for the Professional	2,3	Admission to Program	3
CET 569 Network Security Management	2,3	CET 502	3
Additional courses approved by Advisor			
Open Electives (*Indicate number of credits of open electives*)			18
Total Program Credits:			33

What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions.

For acceptance into *Accelerate Central,* undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in *Accelerate Central*

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

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 currently enrolled in the BS in Cybersecurity program.

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

NOTE- this is a pathway between two existing programs.   This should not be entered as a program in VEOCI, but rather a note on the BS in Cybersecurity program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.

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

SECTION 1: GENERAL INFORMATION	
Institution: CCSU	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by the institution: 12/4/2023 Submission of this form to the CSCU Office of the Provost for Academic Council: 1/3/2024

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: Database 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://iq2.smartcatalogiq.com/?sc_itemid={DB1E4865-00EC-4AB2-A643-93BD4D7D7E0E}&proposalid={F0FEC02A-A2F6-440B-BC77-EE1BDCF19E4D}#?source=%7BF0FEC02A-A2F6-440B-BC77-EE1BDCF19E4D%7D** Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **Undergraduate Certificate** Anticipated Program Initiation Date: 9/2024 Anticipated Date of First Completion: 4/2025 Total # Credits in Program: 12 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/undergraduate-tuition**

CIP Code Number: 11.0802 **Title:** Data Modeling/Warehousing and Database Administration.

Department where program is housed: Management Information Systems Location Offering the Program *(e.g., main campus)*: Main Campus

Request for SAA Approval for Veterans Benefits? ☒ Yes

Provide the intended catalog description for this program: The Advanced Database Management Certificate introduces management information systems, programming, and introductory and advanced database courses. The initial database course emphasizes the importance of data management in business. In contrast, the advanced database course is a hands-on experience with Amazon Relational Database Services (RDS) and an understanding of how to define, design, and implement databases.

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

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

(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 S Gendron	Title: Professor and Chair MIS	Tel.: 860-348-7980 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, 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 Database Management Certificate program will be a strategic addition to fulfilling our mission. Here are some specifics

1) **Creation of Knowledge and Economic Growth**: Database management is critical in today's data-driven world. By offering a certificate in this area, we equip students with valuable, marketable skills in high demand across various industries. This contributes to knowledge creation and directly supports Connecticut's economic growth by preparing a workforce skilled in a vital and burgeoning sector.

2) **Affordable, Innovative, and Rigorous Programs**: A certificate program in database management was designed to be affordable, thus aligning with our commitment to accessibility. Furthermore, this field is constantly evolving, which provides an opportunity for innovative curriculum development, keeping pace with the latest technologies and practices. Rigor will be ensured through a curriculum that combines theoretical knowledge with practical, real-world applications.

3) **Transformative Learning Environments**: Database management skills are transformative in nature. They enable students to engage with technology meaningfully, solve complex problems, and make data-driven decisions. By mastering these skills, students can significantly enhance their professional capabilities, opening up new career paths and opportunities for personal growth.

4) **Achieving Personal and Career Goals**: A certificate in database management aligns well with individual aspirations for career advancement or transitioning into a new field. It provides a tangible credential that can open doors in numerous sectors such as technology, finance, healthcare, and government, all prominent in Connecticut's economy.

In conclusion, a Database Management Certificate program would be a valuable addition to our offerings and a strategic step in fulfilling our mission to contribute to knowledge creation, economic growth, and the transformation of our students into skilled professionals ready to meet the challenges of the modern workforce.

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.)*

Part of the governor's workforce Initiative - Page 46 On a long-term basis, as many as 13,000 people will be required in IT and business services. The roles with the most significant demand include software developers, cloud engineering, network architects, information security analysts, data engineers, computer user support, database administrators, bookkeeping and accounting clerks, financial and management analysts, customer service representatives, and market researchers.

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

  This program builds upon existing courses and faculty within the MIS Department at CCSU and provides a valuable micro-credential.

- 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 contact potential students within and outside the Connecticut State Work Force. We are collaborating with DAS and the CT Office of Workforce Strategy to create this certificate.

    - 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 certificate will provide the potential to upskill and reskill displaced and otherwise not career-ready for the 21st-century workforce.

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

      This is an ongoing effort of the MIS Department Chair.

- 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 certificate will be a stackage microcredential, which will encourage students to complete other microcredentials offered by MIS.

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

  None, to my knowledge.

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.

Since this is built on existing courses, no additional resources are anticipated.

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.

None

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 is under negotiation with the CCSU marketing and communications department.

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

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):

15-1240 Database and Network Administrators and Architects
- 15-1242 Database Administrators
- 15-1243 Database Architects

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

15-1240 Database and Network Administrators and Architects
- 15-1242 Database Administrators ($128K)
- 15-1243 Database Architects ($100K)

Applicable Industries

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

541611 - Administrative and Business Management

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: MIS   ☐ 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. Upon completing the certificate, students will thoroughly grasp Database Management, emphasizing how strategic databases play a role and their critical aspects in the business sector.
2. Participants in the certificate will develop sophisticated database management capabilities, encompassing programming tailored for business solutions and direct involvement with intricate database structures and systems such as Amazon RDS.
3. Graduates will proficiently utilize their database knowledge in practical business settings, showcasing their problem-solving and critical analysis abilities tailored to the unique challenges of database management.
4. After completing the certificate, students will be adept at conveying intricate database concepts to a varied audience, upholding ethical standards in their professional activities, and equipping themselves with pertinent certifications in database management.
5. Students will demonstrate adaptability to evolving technological advancements and methodologies in database management, coupled with effective teamwork and cooperative skills in database-centric projects.

Assessment of Learning Outcomes

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

This certificate will utilize the existing procedures within CCSU and the School of Business. The final exam in MIS416 (Advanced Database Management Systems) will include questions to assess student learning outcomes for the certificate.

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 S Gendron
- Email: gendronm@ccsu.edu   Phone: 860-348-7980

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Extensive Information Systems Experience both from industry and academia

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 (include proposed new hires)? 3

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

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

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

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
Michael Gendron	Ph.D. in Decision Support Systems State University of New York at Albany	Python, Business Analytics, Networking/Telecommunications, Artificial Intelligence, Decision Support, IS Strategy	Department Chair
JooEng LeePartridge	Ph.D. in Management Information Systems University of Minnesota	Programming, Information Systems, Business Analytics	

Weihong Ning	Ph.D. in Management Information systems Texas Tech University	Information Systems, Business Analytics, Sports Analytics, IS Strategy	
Abdullah Oguz	Ph.D. in Information Systems at the University of North Carolina, Greensboro	Python, Information Systems, Project Management, Business Analytics	
Radu Vlas	Ph.D. in Computer Information Systems Georgia State University	Database Management, Information Systems, Project Management, Business Analytics, IS Strategy	

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			
MIS 201 Introduction to Management Information Systems	1	NA	3
MIS 310 Contemporary Business Applications Development I	2	MIS 201	3
MIS 315 Database Management Systems	1, 2, 3, 4, and 5	MIS 201	3
MIS 416 Advanced Database Management Systems	1, 2, 3, 4, and 5	MIS 315	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			12

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:

The Database Management Certificate program's ideal candidates are ambitious individuals eager to extend and specialize their database knowledge and gain this certification. They're typically recent

graduates or professionals looking to enhance their skills in database management, including cloud-based databases. It's perfect for IT professionals, business analysts, and managers aiming to deepen their database expertise. Our curriculum prepares students to excel in various sectors, making them valuable assets in their professional fields.

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	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: 2/12/24 Submission of this form to the CSCU Office of the Provost for Academic Council: 3-20-24

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: **Certificate in Deaf Studies**

Modality of Program *(check all that apply)*: On ☐ ground ☐ Online ☒ Hybrid, % of fully online courses N/A- One of the courses (LING 430) is in hybrid mode with the majority of class sessions (75%) on-ground.

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

Program website: https://www.ccsu.edu/worldLanguages

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **Certificate; 15 credits**

Anticipated Program Initiation Date: **Fall 2024**

Anticipated Date of First Completion: **Fall 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)*: **1-2 academic years.**

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

CIP Code Number: **16.0103** Title of CIP Code: **Language Interpretation and Translation**

Department where program is housed: World Languages, Literatures and Cultures
Location Offering the Program *(e.g., main campus)*: **CLASS, Central Connecticut State University**

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

Provide the intended catalog description for this program: **The certificate in Deaf Studies provides the students with intermediate proficiency in ASL to interact with deaf individuals, and with essential knowledge to understand major educational and linguistic issues associated with this community.**

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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: Gil Gigliotti	Title: Professor of English. Interim chair of the Department of World Languages, Literatures and Cultures.	Tel.: 8608322875. Gigliotti@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)*

In its mission, CCSU states that it "is community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens." Our certificate draws on research and knowledge in the study of languages and special education to prepare students who are able to address the educational needs of the deaf community. In doing so, they become

thoughtful and responsible citizens who work with their communities and are prepared to face the demands of the job market in the 21st century.

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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.)*

According to the Annual Disability Statistics Compendium (2020), the population of the State of Connecticut is about 3, 675, 650 inhabitants. Out of these, 104, 556 identified themselves to be deaf or hard of hearing. Deaf students have been a historically underserved group, which has affected their opportunities for personal and economic development. It is necessary to train professionals who have both signing proficiency and pedagogical knowledge to address the needs of deaf students in the classroom or in other contexts. These services are necessary in the State of Connecticut since the State Department of Education through the Section 10-76d of the CGS requires that any child who is deaf or hard of hearing with an IEP or a 504 plan must have an LCP (Language and Communication Plan) that must address the communication needs of the students, but it also should specify the qualifications of teachers in terms of their proficiency with the primary language of the child. This certificate provides teachers and other school personnel (e.g., administrators, social workers) with the basic skills and knowledge to work with students with hearing disabilities.

At the national level, the National Center for Educational Statistics reports that the students who received services under the Individuals with Disabilities Education Act represent 16% of the total school population ages 3-21 in the United States. The student population with hearing impairment reaches one percent. This population needs specialized attention, which creates an opportunity for our students, particularly those majoring in education, as special education is an area of shortage in 49 states in the country (National Coalition for Personnel Shortages in Special Education and Related Areas). If the students decided to continue their training as interpreters, according to the Occupational Outlook Handbook of the Bureau of Labor Statistics, jobs for interpreters and translators are projected to grow 20% between 2021 and 2031. In the State of Connecticut, there is a shortage of ASL interpreters as only 497 are registered. (Hartford Courant, April 20th, 2022). Thus, the students who graduate holding this certificate have different professional paths to follow. In addition, the certificate can be of interest to students majoring in communication, the health sciences or social work, and to professionals already working in their fields, such as teachers, teacher aides, and administrators.

The median estimated earnings for special education teachers are $66,374 while translators and interpreters reach $61, 730.

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

The proposed certificate maximizes the use of existing courses (i.e., ASL 125, ASL 126, SPED 215, SPED 315, LING 430) and faculty who teach these courses. Four of the courses are routinely taught during the academic year. The certificate is a creative way to utilize resources in order to create a program that addresses a need and captures the students' interest while providing them with better skills and tools for their future careers. In addition, because of our central location in the State of Connecticut and its proximity to the American School for the Deaf, we have the

potential for partnerships with a historically relevant institution. These partnerships would provide our students with places for field experiences or service-learning opportunities, while our partners would benefit from our students' work and collaboration with our faculty.

- 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?

      Enrollment data will be used to address any disparities regarding access to the certificate. We are planning to advertise across several schools and programs within the university to reach out those students who might benefit from the certificate. In addition, we will work with high schools that partner with CCSU and the TRIOP program to recruit interested students. Some of these schools are in underprivileged and/or ethnically diverse neighborhoods.

      A group of particular interest to us is students with hearing disabilities. We will work with institutions and advocates for the deaf (e.g., American school for the deaf, We the Deaf People) and high schools to recruit this population.

      The coordinator of the program and OIRA will gather data related to retention and completion of the certificate to determine which areas need intervention, and the best strategies to address any problems.

    - 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 programs involved in the certificate will actively collaborate to monitor the students' progress and to ensure their completion of the program. Academic alerts will be used to find students who are underperforming. The students will be personally contacted and once their needs have been determined, they will be channeled to the appropriate instructor/tutor/ center. We will pay special attention to students with lower GPAs and students from underrepresented groups.

      In terms of recruitment, the Department of World Languages, through its teacher education program will reach out to professional organizations and to high schools that offer ASL to advertise the certificate and explore the possibility of partnerships and pathways. Most of our participating schools are in a 20-mile radius, which includes school districts with a high percentage of minority students. Also, pipeline programs such as TRIO (Educational Talent Search) can be involved to ensure equitable student outcomes.

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

      The data will be used to determine where the students have major problems within the courses that constitute the certificate so modifications to the curriculum or available support can be made accordingly. Data will also give us information about the students' performance and the groups who might need extra support. For the struggling students,

tutoring services, the learning center, the language lab, focused advising, etc. will be made available.

Enrollment data will also be used to determine whether minority students (i.e., gender, racial and ethnic background, different abilities) have access to our certificate, and focused recruitment efforts will be made based on the results.

- 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 certificate is intended to be an introduction to Deaf Studies with an emphasis in educational issues to prepare students for entry-job levels and further post-graduate work in education or interpretation. There are no transfer agreements outside CCSU at this point, but as explained above education, communication, social work programs in our university are potential feeders and we will work with them to advertise our certificate. Pipeline programs such as TRIO can be involved once the certificate has been launched to create pathways with the schools that they serve. Through their ETS program, CCSU can promote the certificate with students interested in education and ASL. The Director of the TRIO program – Dr. Julio Muñiz- has been contacted and his office will be collaborating with the recruitment of high school students, and will make monetary and academic resources available to those who enroll in education programs and the certificate.

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

We are proposing a certificate in Deaf Studies focusing on *educational issues* (particularly special education) affecting this community. This certificate can be added to the students' major. As explained above, our objective is to provide students with alternative options to acquire skills that make them more marketable and to give them a solid foundation for further post-graduate studies. While there is an associate degree offered by NWCC, it mostly focuses on cultural aspects of Deafness, and it requires 24 credits. The University of Connecticut offers a major in American Sign Language Studies, which is not the focus of our project. Thus, our certificate is unique and offers students and professionals the possibility of acquiring in an expedited way essential skills, knowledge, and signing proficiency to work with the deaf community.

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.

Since the courses that constitute this certificate are already taught and no new hirings are needed, the program maximizes course offerings while minimizing costs. There is no specific budget for this certificate as the resources are readily available; therefore, our project is sustainable as it does not create any further burdens on the budget for the departments involved.

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 in 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 three departments involved in this project will advertise with the students in their respective programs. The administrator of the certificate will participate in open houses, admitted students' day, and other university events to promote the certificate. In addition, the Word Languages Department through their teacher education program will take advantage of their connections with high schools and professional organizations (e.g., COLT and ACTFL) to advertise the certificate. Organizations for the Deaf will also be contacted, and advertising materials will be made available through traditional and online marketing campaigns.

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

The Department of World Languages in conjunction with the Department of Special Education and Interventions, and the Linguistics program will remain in close touch to monitor the students' progress through the certificate. Advising, opportunities for working as tutors, opportunities for professional development, conferences, and other events will be used to retain the students and ensure completion.

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):

SOC Code	SOC Title	Median Estimated Earnings
25-2056	Special education teachers-elementary.	$66, 374
25-2057	Special education teachers-middle school	$66, 374
25-2058	Special education teachers-secondary school.	$64, 358
21-1021	Child, family, and school social workers.	$66, 190
27-3091	Translators and interpreters	$61,730

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

(See table above)

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	NAICS Title
611710	**Education**al support services
624190	Community health **education** services
611710	**Education**al consultants
611710	**Education**al testing services
621330	**Social work**ers

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: XX☐ 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. The students will achieve an intermediate proficiency level in American Sign Language.
2. The students will examine growth and development of learners with exceptionalities, including gifted and talented, who may require special education and methods, for identifying, planning for, and working effectively with these populations in educational settings.
3. The students will familiarize with the main historical, legal, social, and cultural experience of disability in the United States and other countries.
4. The students will explore national and international perspectives to analyze equity, justice, and inclusion in our communities and around the world in order to advance inclusive community practices.
5. The students will demonstrate understanding of the impact of language (in)access on related/adjacent fields (e.g. education, policy, science).

6. The students will dissociate and address questions of language independently from questions of disability.

Assessment of Learning Outcomes

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

SLO # 1 will be assessed through exams, class assignments, presentations, and interviews.

SLO # 2 will be assessed through exams, class assignments, observations, and projects.

SLO # 3 will be assessed through exams, class assignments, projects, and essays.

SLO # 4 will be assessed through exams, class assignments, projects, and essays.

SLO # 5 will be assessed through quizzes, exams, class assignments, and projects.

SLO # 6 will be assessed through quizzes, exams, class assignments, and projects.

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: Gil Gigliotti -Interim chair of the Department of World Languages
- Email: Gigliotti@ccsu.edu   Phone: 832-2875l

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 Gil Gigliotti is the interim chair of the Department of World Languages. He is familiar with the curriculum of the Certificate and with advising procedures. In addition, he will be supported by Professor Rocío Fuentes, who is the liaison with the school of education, and a linguist.

At this point, there are no extra credits assigned to the Chair of the department for the administration of this program.

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)? 3

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

What percentage of program credits will be taught by adjunct faculty? 40%

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

At least a MA degree in deaf studies or deaf education. Proficiency in ASL and experience as interpreter or ASL teacher.

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
Yvonne Brown	Master of Science in Education. Southern Connecticut State University.	American Sign Language Instructor; Registered ASL interpreter	None-
John Foshay	EdD; WVU	Special Education	Professor of Special Education
Natsuko Takemae	PhD; University of North Carolina at Greensboro	Special Education	Assistant Professor of Special Education
Elena Koulidobrova	PhD. University of Connecticut	Sign Linguistics; TESOL	Associate Professor of English (Linguistics); Coordinator of the Applied Linguistics and TESOL Programs..

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			
ASL 125 (Intermediate American Sign Language I) Can be used to fulfill GenEd requirements.	SLO # 1 The students will achieve an intermediate proficiency level in American Sign Language	ASL 112 or permission by the instructor	3
ASL 126 (Intermediate American Sign Language II) Can be used to fulfill GenEd requirements.	SLO # 1The students will achieve an intermediate proficiency level in American Sign Language	ASL 125 or permission by the instructor	3
SPED 315 (Intro to Educating Learners with Exceptionalities)	SLO # 2 The students will examine growth and development of learners with exceptionalities, including gifted and	Permission by the instructor	3

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	talented, who may require special education and methods, for identifying, planning for, and working effectively with these populations in educational settings		
SPED 215 (Diversity, equity, & inclusion through (dis)ability perspectives) Can be used to fulfill GenEd. Requirements.	SLO # 3 The students will familiarize with the main historical, legal, social, and cultural experience of disability in the United States and other countries.	None	3
SPED 215 (Diversity, equity, & inclusion through (dis)ability perspectives) Can be used to fulfill GenEd. Requirements	SLO # 4 The students will explore national and international perspectives to explore equity, justice, and inclusion in our communities and around the world in order to advance inclusive community practices	None	3
*LIN 430: Topics in Linguistics- Introduction to Sign Languages.	SLO # 5 The students will demonstrate understanding of the impact of language (in)access on related/adjacent fields (e.g. education, policy, science).	Permission by the instructor	3
*LIN 430: Topics in Linguistics- Introduction to Sign Languages	SLO # 6 The students will dissociate and address questions of language independently from questions of disability.	Permission by the instructor	3
Open Electives (*Indicate number of credits of open electives*)			None
Total Program Credits:			15
What are the admissions requirements for the program? **ASL 112 or equivalent proficiency level.**			

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

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

Describe the prospective students for the program:

Our target audience are mainly education students, particularly those who are interested in special education, and ASL interpretation. The certificate is also suitable for those students majoring in communication, social workers, and the health professions. The certificate can also be of interest to in-service teachers and administrators who interact with deaf students in their schools, as well as paraprofessionals with the Deaf.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution:2/12/24 Submission to 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 Minor: Game Studies

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

Locality of Program: [X] On Campus   [ ] Off Campus   [ ] Both

Program website:

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 18 Credits

CIP Code Number: 50.0411   Title of CIP Code: Game and Interactive Media Design

Department where program is housed: Interdisciplinary and primarily housed in the History Department

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

Provide the intended catalog description for this program:

The Game Studies Minor provides students with an introductory overview of the diverse facets of the gaming industry which now surpasses the global film industry in size. This interdisciplinary minor encompasses a variety of courses which touch on this topic, such as game design and theory, digital storytelling, narrative development, games in education, introductory HTML coding, digital art, digital sound design, board games in the classroom, and educational live-action simulation/role play. The 18-credit minor provides a firm foundation through 9-credits of required courses and 9-credits of related electives for any student looking to augment their resume with an eye towards working in the games industry or utilizing games in their future work in education, business, or the arts. The 9-credits of required courses will inform student learning as they build on related skills connected to Game Studies in their chosen 9-credits of electives.

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

Not Applicable

Other Program Accreditation: Not Applicable
- 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: Dr. Tyler Kynn	Title: Assistant Professor of History	Tel.: 8608322809 e-mail: tkynn@ccsu.edu

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

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)*

This minor in Game Studies would help to supplement the programs, majors, and minors that we already have here at CCSU, and create a path for students from across the university's varied colleges to augment their current program with a minor that touches on the key contours of the Game Studies field. This interdisciplinary minor can help students diversify their resumes and help them to become competitive candidates on the job market after graduation. Of CCSU Strategic plan goals, the first goal is "enhancing academic excellence and preparing graduates who thrive in a changing economy." The creation of a Game Studies minor is a clear and immediate means in which to support this strategic goal. The world is more interconnected, global, and digital in ways it hasn't been before. At CCSU, many of our students already consider games as their primary means of engaging with the world and connecting to others and form digital communities. Given this perspective, it is crucial for us to establish a Game Studies Minor. This initiative serves two important purposes: first, it caters to our students' strong interest in this field, and second, it equips our students to actively participate in the multi-billion dollar gaming industry. Additionally, it helps our students to better understand games as an interactive medium that plays a significant role in shaping their learning and comprehension of the world around them.

Addressing Identified Needs

The game industry's market value growing and is estimated around $100 billion in the US at the end of 2023 and the board game industry, similarly growing, is around half a billion dollars in the US at the end of 2023. A Game Studies minor can provide a clear augmentation to a student's educational portfolio and help students become familiar with foundational technical, theoretical, educational, historical, and design principles encountered in the Game Studies field. This foundation paired with the student's major can serve students as a building block with ambitions to enter this field and work in careers as designers, programmers, graphic artists, sound technicians, composers, writers, historical advisors, among other emerging fields. Moreover, the minor can serve students going into education, public history, marketing, and research as games, interactive storytelling, and simulations take an increasingly important role in all of these fields. This is vital as it will serve to help Connecticut students contribute to the workforce growing game industry and give them to tools to bring those jobs to the State of Connecticut.

- 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.)*

According to *IBIS World – Industry Market Research, Reports, & Statistics* the Video Game Industry saw a 3.9% market growth from 2018 through 2023 with a total revenue of $106.8 billion dollars in just the United States alone [IBIS World Analytics]. While also according to *IBIS World* the Board Game manufacturing industry in the United States from 2019 to 2024 saw a 4.9% growth to $497.2 million dollars [IBS World Analytics]. In regard to growth, it is ideal for the State of Connecticut to train our workforce in these growing fields because unlike the film industry, the games industry, according to *IBIS World*, is known to be geographically fragmented across the country therefore presenting a possibility for our workforce to establish their own independent game companies here in the state as no further infrastructure beyond training is needed for a small games company to get off the ground. This is reflected in *Entertainment Software Association's* [ESA] 2024 Economic Impact Report where their research shows that "the U.S. video game industry combined with a growing remote workforce increases the opportunity for wider geographic distribution of industry company operations" (p. 11).

Connecticut already has jobs in the industry more specifically found through Connecticut's Department of Labor statistics under the category of "Special Effects Artists and Animators" noting the annual statewide wage in this profession being $103,000 and with employment in the field "expected to grow much faster than average" at 0.2% by 2030 while also being listed by the report among the "fastest growing occupations" at all levels." (CT Department of Labor) This Department of Labor report also only analyzes a subset in the broader games industry, for both physical and digital games, which a minor in Game Studies could contribute to. Connecticut by comparison to other states of similar size such as Oregon or Utah lags behind them in the size of their games industry despite having similar or smaller populations (See Table A-3 from the ESA 2024 Economic Impact Report, p. 25-26). While Connecticut's state value added impacts, as estimated by the report, amounts to $71 million per year, other states such as Oregon and Utah sit at $619 million and $228 million per year respectively. Furthermore, with Connecticut bordering two of the top 10 states in the Games Industry in economic output and employment in 2023 (Massachusetts and New York, see Tables 6 and 7 from the ESA 2024 Economic Impact Report, p. 18-19), Connecticut is in an ideal location due to its proximity to existing centers in the industry, the remote work component of the industry itself, and the growth other states of similar size have seen in the industry (see the map from the ESA 2024 Economic Impact Report below). Connecticut can expect to see continued growth in this industry, especially when tied with increased training in game design and development through a Game Studies minor which will prepare our workforce to further engage in this growing industry.

Through a Game Studies minor, graduates from the program can expect to find a growing industry both within the state and in the region. Moreover, a game studies minor program, which will provide students with the introductory skills needed to enter the games industry through different career paths which marks our program as distinct from other programs in the state more specific in Computer Game Design and Development. The broad swath of courses available to students in the Game Studies minor will allow students to develop skills in the wide array of jobs available in the games industry. According to the Game Developers Conference (GDC) *2024 State of the Game Industry* report which collected data from over 3,000 game developers about the industry, around 34% of the jobs were in Game Design, around 33% of the jobs were in Programming/Engineering, around 19% of the jobs were in Visual Arts, and around 14% of the jobs were in Narrative/Writing. This is important information as we prepare Connecticut's workforce for the Games Industry which gives pathways to students to be trained with a Game Studies minor in both the parameters in programming but also in animation, design concepts and theories, and the often-overlooked field of game writing, research, and narrative development.

Figure 2: Geographic Distribution of Video Game Industry 2023 Employment in the United States.

Source: TEConomy analysis of 2023 Video Game Industry Database
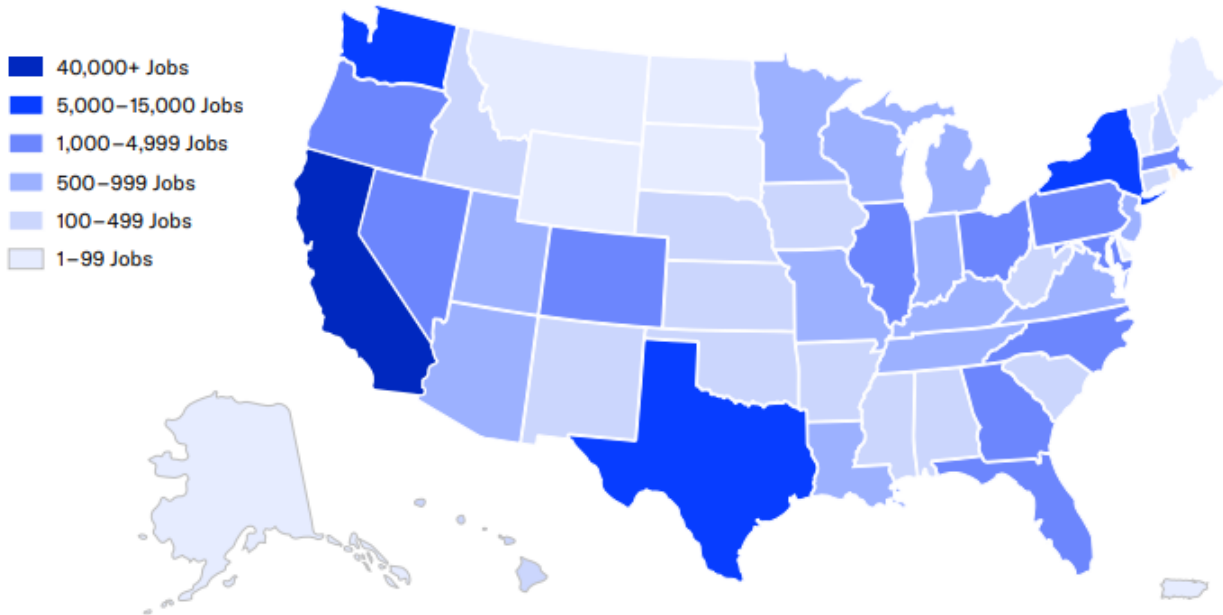
- 40,000+ Jobs
- 5,000–15,000 Jobs
- 1,000–4,999 Jobs
- 500–999 Jobs
- 100–499 Jobs
- 1–99 Jobs

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

    This program will build on the strengths and resources already served by CCSU. CCSU already has a dedicated *ESports Center* on campus along with the XR Lab, it is important that we build off these important investments. These spaces, especially the *ESports Center*, should function not just as recreation facilities, but as important educational assets to better prepare our students to thrive in a changing global economy. The educational use of these spaces was highlighted in the 2020 *Connecticut State Colleges & Universities Digest* where it is reported that in the first year of CCSU's eSports Center 20,000 student visitors utilized the space was meant to "also serve as the hub for research and development in emerging fields such as interactive media design and game development" (p. 11). Similarly, the campus XR Lab on campus is "is outfitted with high-end technology including a selection of headsets, gaming computers, and software" (XR Lab Homepage). The IT department has recently installed both the Unity Game Engine and the Unreal Game engine in this space, allowing students in the Game Studies minor to have hands on access to the development tools utilized by 66% of the games industry for development (*2024 State of the Game* Industry, p.8). Furthermore, the interdisciplinary Game Studies minor will not require additional faculty hires in order to operate but is able to train students with the current faculty teaching at CCSU across different departments.

- 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?

        In a recent *CT Mirror* article on economic development entitled "CT's newish workforce pipeline is video games" which highlights the growing eSports and Game Development space in the state,

interviews Duane Pierre who is CCSU's eSports coach. Importantly, Duane Pierre also runs a video game afterschool program for 40 students at New Britain High School. With Duane Pierre's help and his connection to CCSU, we hope that we can build a pipeline between the diverse student body in New Britain public schools and CCSU's new Game Studies minor which aims to connect its graduates to well-paying jobs in the games industry. New Britain public schools are a majority-minority district where a majority of students are also economically disadvantaged (See US News and World Report). To contrast with New Britain Public Schools, CCSU's undergraduate population is only 42% minority (see CCSU's Fall 2023 Enrollment Census). By building a pipeline through the Game Studies program, CCSU can better connect to its local community in New Britain, diversify its student body, and also provide a track for students from New Britain Public Schools who attend CCSU to enter the Games Industry where, as mentioned previously, the salary through the through Connecticut's Department of Labor statistics notes jobs statewide in this field average around $103,000 per year. Through these efforts, we hope that the Game Studies minor can help improve equity for our campus, community, and state workforce. To track our efforts, we will rely on CCSU's *Office of Institutional Research and Assessment* to track student profiles in our minor program and to see if our efforts of recruitment locally prove effective.

○ 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.

As mentioned in the previous statement, we aim to build a pipeline of students from the local community here in New Britain as established by our Esports coach Duane Pierre to support equity and community engagement efforts of the university. To ensure the equitable outcomes for students, each student will meet regularly with the program advisor, and should the advisor identify necessary interventions, they will work with campus centers to address the needs of the student to ensure success in the program.

The Esports connection to Game Studies is important to build student interest, recruitment, and retention in the program. Esports is a great unifier; it levels the playing field regardless of identity and fosters more accessibility than traditional sports. Esports allows all students to thrive and compete, but it also is designed to build social-emotional learning and STEM skills, especially among members of traditionally marginalized communities. Esports has been shown to not only improve social skills, cognitive skills and mental health in students, but it is also vital in developing critical thinking, problem-solving, and teamwork skills. NASEF, the Network of Academic and Scholastic Esports Federations, is the leader in scholastic Esports and has released a study lead by Dr. Constance Steinkuehler, expert in games and learning and former senior policy analyst in the White House Office of Science and Technology Policy under President Barack Obama that highlights the benefits of Esports for students: https://connectedlearning.uci.edu/projects/researching-the-impacts-of-esports-programs-for-youth/

Beyond the connection to the Esports varsity team on campus at CCSU. The Game Studies minor will incorporate discussions of game design and Equity, Diversity, and Inclusion (see https://www.mohawkcollege.ca/about/news/blogs/importance-of-equity-diversity-and-inclusion-video-game-industry%C2%A0). For instance, students will read the work of indigenous scholar and Game Designer Elizabeth LaPensée (https://www.elizabethlapensee.com/) who writes about diversity in game design and storytelling. Moreover, students will be exposed to the Twine platform which allows students to make their own games and interactive stories which allows them to tell their own stories and tell narratives not commonly seen in popular media. This has often been done in Twine for the LGBTQIA+ community which has made it possible for people from the trans community to present their own stories in a game (see https://www.academia.edu/34196807/_Re_Born_Digital_Trans_Affirming_Research_Curriculum_and_Pedagogy_An_Interactive_Multimodal_Story_Using_Twine). It is through telling diverse and inclusive stories that we will be able to bring students into the program and help students understand that diverse backgrounds, identities, and experiences can find a valued place in the broader Games Industry. It will be through this messaging and intentional study that students in the Game Studies minor will both help to ensure equitable student outcomes while also contributing to the DEI values in the broader Games Industry after graduation.

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

While assessing the Game Studies program and course enrollment each semester, we will actively work to recruit students in the entry level courses – GMST 100: Introduction to Game Studies. In this course students will be exposed to the diverse stories games can tell and the ways in which students with experiences in diverse communities are needed in the broader games industry. These efforts may recruit diverse students into the Game Studies minor program and if institutional data shows that we are failing in our efforts, we will work on incorporating guest speakers of diverse backgrounds in the industry to showcase to students the possibilities in the field in order to encourage recruitment into the program.

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 Game Studies minor will only need a modest budget, as it is able to rely upon existing faculty and the institutional funds already in place to support both the eSports Center and XR Lab. The only costs requiring a small budget for the program, to ensure vibrancy, recruitment, and sustainability, would be to bring in occasional guest speakers and purchase relevant games for the eSports space for use in the classroom when a new course requires them.

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.

What we need is already available on campus in the XR Lab, the eSports Center, and the 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.

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

As mentioned previously, Duane Pierre's role as eSports coach on campus and leading an afterschool program at New Britain High School can help recruit into the minor. Furthermore, CCSU hosts two student groups which will serve as ideal pools to recruit from - the student Board Game Club and the student Video Game Club. Furthermore, in conjunction with GMST 100 we will bring in speakers from the games industry locally or via zoom, this could serve, if advertised to the broader student body as a key tool to advertise the minor and the employment opportunities it could provide.

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. Introductory Knowledge of the different aspects and digital tools of the Games Industry (Game Engines (Unity and Unreal Engine), Animation and Art Programs (Adobe and Inkscape), Narrative and Dialogue Development (Twine and Inkle), Content Research Roles, Audio (Audacity), Game Design Principles);

2. Understanding of the different disciplines and employment opportunities of the Games Industry;

3. Key understanding of the role of games for education and learning;

4. Ability to deconstruct a game and understand how it is designed and what message it conveys;

5. Ability to create a simple micro-game through the interactive storytelling platform Twine;

6. Scholarly knowledge of the key debates in Game Studies as an academic field;

7. Skills developed to work as a team with others in both learning through games and developing games;

Assessment of Learning Outcomes

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

These will include game response papers, presentation pitch decks on game design, the creation of micro-games through Twine, group projects utilizing game engines, class discussions, class game participation and reflection essays. All these will be utilized to assess students of the listed 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: Tyler Kynn
- Email: tkynn@ccsu.edu   Phone: 860-832-2809

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?

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?

10-20% possibly through the electives paired with the minor.

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			
GMST 100: Introduction to Game Studies* - Req	1, 2, 5, 6	None	3
GMST 200: Topics in Game Studies* - Rec	3, 7	None	3
GMST 300: Gaming and History* - Req	3, 4, 5	None	3
Open Electives (*Indicate number of credits of open electives*): The list of open electives, from which the students selected 9 credits, is attached in the curriculum sheet along with attached course descriptions and sample syllabi for the three new courses.			9
Total Program Credits:			18

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

List of electives currently available (to meet the 9 credits of open electives):
ART 224: Illustration I*
ART 324: Illustration II**
ART 424: Illustration III**
ART 451: Sequential Art, Comics, and the Graphic Novel**
DES 100: Design & Fonts
GRT112: Digital Imaging for Graphics Tech
GRT 222: 2D Animation for Graphics*
GRT 232: Intro to 3D Animation**
GRT 332 Advanced 3D Modeling & Animation Technology**
MUS 112: Computer Applications to Music
MUS 114: Introduction to Music Technology*
MUS 214: Electro-Acoustic Music

CS 110: Introduction to Web Programming
CS 113: Introduction to Computer Programming
CS 117: Introduction to Coding and Game Development*
CS 415: Computer Game Development**
COMM 231: Communication Technologies
COMM 332: Web Publishing**
MUS 301: Coding for Music

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution: 02/12/2024 Submission to 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 Minor: Marketing
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/marketing
Anticipated Program Initiation Date: Fall 2024
Anticipated Date of First Completion: Spring 2025
Total # Credits in Program: 18

CIP Code Number: 521401   Title of CIP Code: Marketing/Marketing Management, General.

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

Provide the intended catalog description for this program: The marketing minor is a set of six courses that enables students to develop breadth in the marketing discipline and depth in specific areas such as branding and social media marketing. The minor enhances students' career readiness skills by helping them to see the connections between their main academic focus and the business world.

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: NA
• If minor prepares graduates eligibility to state/professional licensure,
o identify credential: NA
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)

Institutional Contact for this Proposal: Jason Snyder	Title: Professor and Chair, Marketing	Tel.: x23207 e-mail: snyderjal@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)* CCSU's mission is accompanied by four elements of distinction. The new minor aligns with two of those elements: workforce and state economic development as well as cross-curricular initiatives. This minor will pair well with a number of majors (e.g., Communication, Graphic Design, Psychological Sciences, etc.). In fact, a number of students from these disciplines already take courses in marketing. By completing the minor, the students will have a broader understanding of how marketing applies to their field of study. By helping students be more career ready, the minor also aligns with the School of Business Societal Impact Plan, which focuses on student professional development.

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.)*

Registration Data: 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 university's registration records indicate that there were 755 seats in the courses related to this major that were taken by non-Marketing majors between Fall 2021 and Spring 2024 (inclusive). That includes 365 students in Advertising and Promotion, 34 in Brand Marketing, 328 in Consumer Behavior, 21 in Marketing Strategy, and 458 in Social Media Marketing. There is demand for the courses outside of the Marketing major. The majority of students took more than one class. Therefore, with just a couple of more classes, these students could earn another credential and be more workforce ready upon graduation.

CT DOL: The Connecticut Department of Labor projects a 23.9% job growth in marketing research and marketing specialist occupations, a 10.8% increase in advertising and promotions managers, and a 12.4% increase in marketing managers. Students with a marketing minor would be well positioned to capitalize on the opportunities.

LinkedIn: When limiting to jobs at the intern and entry-level position posted in the last month in the New York City region, there are 854 postings for marketing positions.

- 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 marketing minor allows students from outside the major to enhance the skillset and knowledge gained through their majors, and in many cases, make them more employable. Because there is significant overlap between the marketing discipline and many of the social sciences (e.g., psychological sciences, communication, sociology), students can bring their knowledge of the fundamental theories and practices in these majors to the minor. They can learn how their theories apply to business and marketing, and take the integrated knowledge into the workforce. The faculty teaching within the marketing department have experience in multidisciplinary settings and have an understanding of the theories related to the social sciences. Therefore, the minor relies on the use of our diverse faculty expertise.

- 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?

    Equity in these dimensions will be ensured by the resources that are freely available to all students. Students are not generally recruited to the university to participate in a minor. Beyond the university resources available to all students, the faculty in marketing will work one-on-one with students in the minor to offer advising and will provide in-class remediation to the best of their ability in situations where it is needed. The DFW rates for all of the courses in the minor will be followed closely and cross-referenced with key variables related to the target dimensions.
  - 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 taking the marketing minor will already be students at the university. The minor will rely upon the university's efforts in ensuring equitable outcomes. The university offers a number of interventions, including the learning center, peer mentoring, and more.

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

When inequities are found, the faculty will meet to build plans to reduce and, hopefully, eliminate the inequities. The faculty will be proactive in implementing any plans to do so and the department will track the plans and update faculty members during department meetings.

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 marketing minor does not require a separate budget. A number of students who would be attracted to the minor are already taking some of the courses they would need for the minor. They would take a couple of additional courses, which are already offered and have open seats available. If the program were to become more popular than anticipated, then the department may need to add additional sections of some of the courses in the minor. In that event, part-time faculty members would need to be hired. The department does not anticipate that to be the case in the short term.

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 additional special resources are required.

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 university's registration records indicate that there were 755 seats in the courses related to this major that were taken by non-Marketing majors between Fall 2021 and Spring 2024 (inclusive). That includes 365 students in Advertising and Promotion, 34 in Brand Marketing, 328 in Consumer Behavior, 21 in Marketing Strategy, and 458 in Social Media Marketing. There is demand for the courses outside of the Marketing major. The majority of students took more than one class. Therefore, with just a couple of more classes, these students could earn another credential.

In order to recruit students, the department will work directly with the advising staff in the School of Business to make sure they have information about the minor to share with students. We will also work directly with the advising staff from the other schools on campus as we anticipate the close relationship between the social sciences and marketing would make a marketing minor attractive to students in the social sciences. Additionally, the department will work directly with the chairs of the departments where we anticipate the greatest student interest.

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

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 prepare and deliver an effective business document, including creative briefs.

2. Students will demonstrate comprehension of marketing communications processes.
3. Students will identify appropriate issues for action when faced with a marketing problem or opportunity.
4. Students will gather, interpret and integrate data and information from across sources to make recommendations to key marketing stakeholders.

Assessment of Learning Outcomes

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

Outcomes will be based on course-embedded assignments and reviewed by faculty in the department.

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: Jason Snyder, Professor and Chair of Marketing
- Email: snyderjal@ccsu.edu   Phone: 860-832-3207

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 (include proposed new hires)? 8

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

What percentage of program credits will be taught by adjunct faculty? Maximum of 16% (1 in 6 courses)

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			
MKT 295 Fundamentals of Marketing	1,2	WRT 105 or WRT 110 or ENG 110 or ENG 202 or HON 140 with a grade of C- or higher and sophomore standing.	3
MKT 305 Consumer Behavior	1,3,4	MKT 295 (C- or higher).	3
MKT 306 Advertising and Promotion	1,2,3	MKT 295 (C- or higher).	3
MKT 350 Social Media Marketing	1,3,4	MKT 295 (C- or higher)	3
MKT 360 Brand Marketing	1,3,4	MKT 305 (C- or higher).	3
MKT 450 Marketing Strategy and Plan	1,2,3,4	2 MKT 300+ level courses and senior standing.	3

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			18

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Connecticut State Colleges & Universities

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

SECTION 1: GENERAL INFORMATION

Institution: CENTRAL	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council: 3/20/24

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

Parent Program

Name of Program: Physics, BS and Business Administration, MBA

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

OHE #:   02816

CIP Code Number 520303   Title of CIP Code: Business/Management

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization: **Accelerate Central (BS in Physics to MBA)**

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

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

Program website: https://www.ccsu.edu/programs/business-bs

Program Type *(e.g., Bachelor Degree Option)*:   **accelerated Bachelor to Master's degree**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Fall 2026

Total # Credits in Program: 120 + 40 (Accelerate would be 147-151 credits total-9 double counted)

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   **6**

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

CIP Code Number: 520303   Title of CIP Code: : Accounting and Business/Management

Department where program is housed: School of Business

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: Qualified Central students can earn both a Bachelor's degree and Master's degree in several majors through the university's Accelerate Central Programs. Advanced degrees can play a critical part in helping you advance in your career as you gain advanced knowledge in your field and elevate your skills. For those choosing to continue their education, the Accelerate Central Programs serve as an important step on your journey to earning a doctorate degree.

Eligible students can apply to the Accelerate Central Program in their major during the second semester of their third year of full-time study at Central.

Admission to the program is open to students who began their educational careers at Central, as well as transfer students.

https://www.ccsu.edu/accelerate-central

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

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

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)

Institutional Contact for this Proposal: James Mulrooney	Title: AVP Acad Affairs	Tel.: 832-2112 e-mail: mulrooneyj@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)* Accelerate Central Aligns with CCSU's mission and Strategic Plan. Specifically, CCSU strives to Enhance academic excellence and prepare graduates to thrive in a changing economy, AND Increase access to Higher Education and ensuring student success. Also as stated in our mission statement CCSU provides broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

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 proposal combines two existing programs that at first appear unrelated. A BS in Physics, equips students with strong skills and abilities to solve complex math problems, to think both critically and analytically as well as the ability to model hypothetical situations, in particular, within complex systems. These skills translate well in the business fields. Many businesses find that students with training in Physics are assets to a company, and can apply their skillset to Business problems. In the past several our of Physic majors have gone on to earn a MBA here at CCSU. By providing this pathway, we are streamlining the earning of a MBA following the completion of a BS in Physics.

   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?

   Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

- 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?

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

We will monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route.

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.

As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.

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

The data will be used to determine if inequities are occurring.   The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

- 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 program is specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
Southern has a similar program—duplication is not a concern as this is not a "new program" but rather more of an advising tool for quicker time to a master's level 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.
As both programs are currently offered, there are no additional resources required.

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.
NONE

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.
Current students enrolled in the UG BS in Physics program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

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): 11.1021 General and Operations Managers

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

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $106,000

Applicable Industries

Identify the industry applicable to this program using the <u>North American Industry Classification System</u> (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative and Business Management

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ 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. Thinking SkillsTS1: MBA students will gather, analyze, and synthesize relevant data and information in order to solve problems and arrive at appropriate decisions.
2. Communication Skills. CS1: MBA students will prepare and deliver an effective business document. CS2: MBA students will prepare and deliver an effective business presentation.
3. Leadership Skills: LS1: MBA students will evaluate how leadership traits and behaviors affect key stakeholders.
4. Specialized Knowledge: SK1: MBA students will utilize quantitative analysis methods to identify salient information and trends in data. SK2: MBA students will analyze the impact of organizational decisions on stakeholders.

Assessment of Learning Outcomes

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

The undergraduate and graduate programs already have their own learning outcomes and assessment methods. Assessment is done at each program level. As this is more of an advising pathway, no independent assessment is done.

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): **Administration is done by the school in conjunction with Graduate Studies.**

- Name: Lisa Frank, Dean School of Business
- Email: franklic@ccsu.edu   Phone: (860) 832-3209

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program no load associated with administration.

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 (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

What percentage of program credits will be taught by adjunct faculty? 15%

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

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.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Hamid Sakaki, Assoc Prof	Ph.D	Finance	Teaching
Michael Gendron, Prof	PhD	MIS	Teaching
Kareem Shabana Prof	PhD	Management and Org	Teaching
Mark Cistulli, Prof	PhD	Marketing	Teaching
Keshab Acharya, Assoc Prof	PhD	Management and Org	Teaching

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.*

Prerequisite Foundational Courses (24 credits):			
AC 500 Financial and Managerial Accounting	1,2,3,4		3
FIN 500 Managerial Finance	1,2,3,4		3
LAW 500 Business Law and the Legal Environment	4, 6		3
MGT 500 Management of Contemporary Organizations	3,4,6		3
MKT 500 Marketing Management	1,2,3,4,6		3
MC 500 Advanced Managerial Communication	3,4,6		3
MIS 500 Management Information Systems	1,5		3
BUS 505 Quantitative Methods for Business	1,5		3
Common Core Courses (18 credits)			
AC 531 Accounting Information for Decision Making	1,2,3,6	Admission to the MBA	3
MIS 531 Strategic IT Alignment	1,5	Admission to the MBA	3
FIN 531 Corporate Finance	1,2,3,4,6	Admission to the MBA	3
MGT 531 Managing and Leading in the Contemporary Organization	3,4,6	Admission to the MBA	3
MKT 531 Strategic Marketing	1,3,5,6	Admission to the MBA	3
BUS 538 Business Quantitative Analytics	1,5	Admission to the MBA	3
BUS 580 Applied Business Research	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
or			
BUS 581 Graduate Special Project	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3

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

and			
BUS 582 Graduate Capstone Seminar	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	0

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			30

What are the admissions requirements for the program? For acceptance into *Accelerate Central,* undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in *Accelerate Central*.

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

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: Defined by the Graduate Program

Describe the prospective students for the program: Students currently enrolled in the UG BS in Physics program.

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note in the description for the BS in Physics that an Accelerate program is available for the BS Physics to be combined with an MBA.

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

SECTION 1: GENERAL INFORMATION

Institution: CCSU	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: Review by Provosts Council: Final approval by institution: 12/4/2023 Submission of this form to the CSCU Office of the Provost for Academic Council: 1/3/2024

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: Project 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: Not available yet

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

Anticipated Program Initiation Date: 9/2024

Anticipated Date of First Completion: 4/2025

Total # Credits in Program: 12

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/undergraduate-tuition

CIP Code Number: 11.1005   Title of CIP Code: Information Technology Project Management.

Department where program is housed: Management Information Systems

Location Offering the Program *(e.g., main campus)*: Main Campus

Request for SAA Approval for Veterans Benefits?   ☒ Yes

Provide the intended catalog description for this program:

This academic certificate/program provides a comprehensive insight into the foundational and advanced project management concepts essential in today's rapidly evolving technical landscape. Anchored by four required courses, students gain a holistic understanding of an organization's information systems, project management principles, and agile methodologies in IT project management.

Upon completing this academic certificate/program, students not only emerge with a broad understanding of the core concepts but are also equipped with practical skills, making them industry-ready to tackle challenges in diverse sectors. They are adept at employing modern tools, methodologies, and practices, positioning themselves as valuable assets in any organization. This academic program is also good for current professionals who desire the PMI's (Project Management Institute) PMP (Project Management Professional) Certificate or CAPM (Certified Associate in Project Management) Certificate from PMI.

After completing this academic certificate, students can sit for the PMI's CAPM test and if they already have the requisite hours of project management experience they can attain the PMP

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Certification.The MIS department will provide funding to defray the test cost (see the website below for details) for those completing the CAPM certification.

For existing IT professionals or students with an IT academic degree, a course substitution for MIS201 can be approved by the department chair.

Proof of successfully passing the CAPM/PMP or other recognized tests will be required. The form for reimbursement is here:
https://www.ccsu.edu/sites/default/files/document/WorkforceDevelopmentScholarshipApplication.pdf

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)

Institutional Contact for this Proposal: Michael S Gendron	Title: Professor and Chair MIS	Tel.: 860-348-7980 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, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the C.T. 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 Project Management Certificate will be a strategic addition to fulfilling our mission. Below are the key points to elaborate:

1) **Creation of Knowledge and Economic Growth**: Project management is critical in today's technology-driven world. By offering a certificate in this area, we equip students with valuable, marketable skills in high demand across various industries. This contributes to the creation of knowledge and directly supports Connecticut's economic growth by preparing a workforce skilled in a vital and burgeoning sector.

2) A**ffordable, Innovative, and Rigorous Programs**: A certificate program in project management is designed to be affordable, thus aligning with our commitment to accessibility. Furthermore, this field is constantly evolving, which provides an opportunity for innovative curriculum development, keeping pace with the latest technologies and practices. Rigor will be ensured through a curriculum that combines theoretical knowledge with practical, real-world applications.

3) **Transformative Learning Environments**: Project management skills are transformative in nature. They enable students to engage with technology meaningfully, solve complex problems, and make data-driven decisions. By mastering these skills, students can significantly enhance their professional capabilities, opening up new career paths and opportunities for personal growth.

4) **Achieving Personal and Career Goals**: A certificate in project management aligns well with individual aspirations for career advancement or transitioning into a new field. It provides a tangible credential that can open doors in numerous sectors such as technology, finance, healthcare, and government, all prominent in Connecticut's economy.

In conclusion, a Project Management Certificate would be a valuable addition to our offerings and a strategic step in fulfilling our mission to contribute to knowledge creation, economic growth, and the transformation of our students into skilled professionals ready to meet the challenges of the modern workforce.

Addressing Identified Needs

- How does the program address C.T. workforce needs and/or the wellbeing of C.T. 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.)*

  Part of the governor's workforce Initiative - Page 46 On a long-term basis, as many as 13,000 people will be required in I.T. and business services. The roles with the most significant demand include software developers, cloud engineers, network architects, information security analysts, data engineers, computer user support, project administrators, bookkeeping and accounting clerks, financial and management analysts, customer service representatives, and market researchers.

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

  This program builds upon existing courses and faculty within the MIS Department at CCSU and provides a useful micro-credential.

- 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 contact potential students within and outside the Connecticut State Work Force. We are collaborating with DAS and the CT. Office of Workforce Strategy to create this academic certificate.

  - 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 academic certificate will provide the potential to upskill and reskill displaced and otherwise not career-ready for the 21st-century workforce.

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

This is an ongoing effort of the MIS Department Chair.

- 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 academic certificate will be a stackable microcredential, encouraging students to complete other microcredentials offered by MIS.

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

Charter Oak has a program, but it does not prepare students for IT project management jobs.

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.

Since this is built on existing courses, no additional resources are anticipated.

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.

None

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 is under negotiation with the CCSU marketing and communications department.

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

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):

13-1082 Project Management Specialists

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

13-1082 Project Management Specialists ($101K)

Applicable Industries

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

541611 Administrative and Business Management

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: MIS   ☐ 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. **Project Management Competency:** Students will acquire and demonstrate proficiency in various project management skills, including Agile methodologies. They will also be adept at successfully employing contemporary tools and strategies for managing IT projects in a corporate environment.
2. **Certification Preparedness:** Students will be thoroughly prepared to undertake the PMI's Certified Associate in Project Management (CAPM) examination with a strong foundation in the requisite knowledge and skills.
3. **Management Information Systems:** Students will learn about Management Information Systems (MIS) within organizations. They will also develop practical skills in business, which are crucial for proficiently managing IT projects.

Assessment of Learning Outcomes

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

This certificate will utilize the existing procedures within CCSU and the School of Business. The final exam in MIS462 (IT Project Management II) will include questions to assess student learning outcomes for the certificate.

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 S Gendron
- Email: gendronm@ccsu.edu   Phone: 860-348-7980

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program Extensive Information Systems Experience both from industry and academia

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 (include proposed new hires)? 3

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

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

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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
Michael Gendron	Ph.D. in Decision Support Systems State University of New York at Albany	Python, Business Analytics, Networking/Telecommunications, Artificial Intelligence, Decision Support, IS Strategy	Department Chair
JooEng LeePartridge	Ph.D. in Management Information Systems University of Minnesota	Programming, Information Systems, Business Analytics	
Weihong Ning	Ph.D. in Management Information systems Texas Tech University	Information Systems, Business Analytics, Sports Analytics, IS Strategy	
Abdullah Oguz	Ph.D. in Information Systems at the University of North Carolina, Greensboro	Python, Information Systems, Project Management, Artificial Intelligence, IS Strategy, Business Analytics	
Radu Vlas	Ph.D. in Computer Information Systems Georgia State University	Database Management, Information Systems, Project Management, Business Analytics, IS Strategy	

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			
MIS 201 Introduction to Management Information Systems	1 and 3	NA	3
MIS 300 IT Project Management I	1, 2, 3	MIS 201	3
MIS 361 Systems Analysis and Design for Business	1 and 3	MIS 201	3
MIS 462 IT Project Management II	1, 2, 3	MIS 300	3

Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			12

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:

The Project Management Certificate program's ideal candidates are ambitious individuals eager to merge technology with project management. They're typically recent graduates or professionals looking to enhance their skills in tech-based project management. The program caters to those aspiring to certifications like PMI's CAPM, offering theoretical knowledge and practical skills. It's perfect for IT professionals, business analysts, and managers aiming to deepen their project management expertise. Our curriculum prepares students to excel in various sectors, making them valuable assets in their professional fields.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution: 2/12/2024 Submission to CSCU Office of the Provost for Academic Council: 3/20/24

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

Parent Program

Name of Program: **Business Administration- MBA**

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

OHE #: 02816

CIP Code Number: 52.0305   Title of CIP Code: Accounting and Business/Management

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization: Sports Management Track

Modality of Program *(check all that apply)*: ☐On ground   ☐ Online   ☒ Hybrid, % of fully online courses 50-95%

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

Program website: https://www.ccsu.edu/programs/business-administration-mba

Program Type *(e.g., Bachelor Degree Option)*: **Master Degree**

Anticipated Program Initiation Date: Fall 2025

Anticipated Date of First Completion: Spring 2027

Total # Credits in Program: 54---9 credits chosen from a list of electives that are track specific

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://www.ccsu.edu/grad/tuition.html

CIP Code Number: 52.0305   Title of CIP Code: Accounting and Business/Management

Department where program is housed: School of Business - Interdisciplanary

Location Offering the Program *(e.g., main campus)*: New Britain (Main Campus)

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

Provide the intended catalog description for this program: This program provides an innovative and rigorous education that focuses on critical thinking, leadership, and interpersonal skills, and transforms students into skilled professionals ready for the dynamic field of sports management.

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

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

Phase Out Period   Date of Program Termination

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: AACSB; in accordance with the current accreditation standards the program will be accredited immediately and come under review in 2028.
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes   ☐ No

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

(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. Lisa Frank	Title: Dean, School of Business	Tel.: 860-832-3209 e-mail: franklic@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)*

This program aligns with the CSCU mission by promoting access, diversity, and excellence, crucial for meeting Connecticut's workforce demands. This program is designed to enhance social mobility through affordable, innovative, and rigorous education that transforms students into skilled professionals ready for the dynamic sports industry. By focusing on the development of critical thinking, leadership, and interpersonal skills, it supports CSCU's goals of student success, innovation and economic growth, affordability, and sustainability. The program's commitment to creating knowledge, fostering economic growth, and ensuring seamless educational pathways embodies CSCU's vision of building a collective system that elevates personal and professional achievement, contributing significantly to the state's economic prosperity and community well-being.

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 is strategically designed to address Connecticut's workforce needs and enhance the well-being of its communities by preparing graduates for the dynamic and growing sports industry. The program taps into the increasing demand for sports management professionals, leveraging Connecticut's diverse and rich sports culture and its proximity to major sports markets.

According to the U.S. Bureau of Labor Statistics, overall employment in entertainment and sports occupations is projected to grow faster than the average for all occupations from 2022 to 2032, with approximately 106,800 openings each year on average due to employment growth and the need to replace workers who leave these occupations permanently. The State of Connecticut's Department of Labor Office of Research projects significant growth in sports-related jobs from 2020 to 2030, with rates ranging from 24.6% to 47.5% depending on the specific job type. This indicates a strong and expanding market for professionals in the sports management field within Connecticut. The strong growth in sports-related fields indicates a promising employment outlook for graduates of sports management programs.

The program's focus on innovative, rigorous education and practical experience aligns with CSCU's mission to provide affordable programs that contribute to economic growth and social mobility. By preparing students with essential skills in management, marketing, and ethical decision-making, the program aims to meet current and future workforce demands in Connecticut, supporting the state's economic development and community well-being.

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

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

  This program capitalizes on the institution's strengths by merging the School of Business's new courses in Sports Finance, Analytics, Marketing, and Management with the Physical Education Department's existing courses from the Master of Science in Athletic Training program, including Sports Leadership, Psychology, and Administration in Sports Medicine. This interdisciplinary collaboration enhances practical learning and theoretical knowledge, creating a curriculum that stands out in sports management education. This unique combination leverages CCSU's faculty expertise and its distinctive character, setting graduates up for success in the sports industry.

- 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?

      The equity metrics include diversity of applicants and enrollees, retention and graduation rates by demographics, and financial aid distribution, ensuring equitable access, participation, and success for all students. The Office of Institutional Research and Assessment tracks enrollments and completions by gender and race/ethnicity. We will use this data to benchmark and to ensure continuous improvement.

    - 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 Office of Institutional Research and Assessment monitors data on a program-by-program basis, enabling us to identify the demographic characteristics of students who choose this program in relation to those enrolled in existing graduate programs. Through breaking down the data on the student population, we aim to uncover any necessary interventions to enhance support for students who enroll in this program.

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

      In cases where inequities are identified, program and institutional leaders will utilize the data provided by The Office of Institutional Research and Assessment to develop targeted interventions, such as tailored support services and inclusive curriculum adjustments, to address and reduce these disparities. This strategic use of data ensures a proactive approach in fostering equity within the program.

- 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*)
  N/A

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

  The sole comparable offering is SCSU's fully online M.S. program in Sport & Entertainment Management. Our new program is designed to complement rather than duplicate SCSU's program in the following ways:
  1. Our program is delivered in a hybrid format, providing students with a campus experience and more direct face-to-face interactions with faculty and classmates.
  2. Our program functions as a specialization within the MBA framework, requiring students to complete the MBA's core courses, which are not required from SCSU's M.S. curriculum in Sport & Entertainment Management.
  3. The elective courses in our program differ significantly from those at SCSU, with a substantial focus on leadership, business psychology, and sports medicine administration.

Given these distinctions, we are confident that our program will effectively complement SCSU's online M.S. program in Sport & Entertainment Management, offering students a unique and comprehensive educational experience.

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 proposed program capitalizes on the existing programs and faculty resources. This program includes four courses which are all designed, created, and will be offered by our current faculty of School of Business. This program also includes three existing courses offered by the current faculty from the department of P.E. The two pathways of the program adds a distinctive marketing feature to our graduate offerings. Given that these courses are already part of our curriculum, launching the new track in the MBA program will incur minimal costs and will demand few additional resources.

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 anticipate no special resource needs because it leverages resources already in place, as described above. Seats are already available in existing classes. Should the program be more popular than expected ten the school may need to add additional sections of some of the courses, requiring the potential for a part-time hire. We do not anticipate this for the short-term.

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.

Our promotional strategies will include recruitment activities such as Open House events and On-the-Spot Enrollment days. Additionally, program brochures and a dedicated website will be deployed to broaden the program's visibility. Our graduate programs advisor will collaborate with department chairs to facilitate direct enrollment from our undergraduate programs, further boosting student enrollment.

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

Considering the strong demand from the workforce market and the distinctive benefits offered by this new specialization within the MBA program, we are confident that our program is irreplaceable. Consequently, we anticipate a notably high retention rate. To guarantee the success of this program, we will integrate various strategies including advising, program planning, outreach, faculty involvement, and impactful initiatives like the Career Accelerator Program events. These efforts are designed to enhance student engagement, which is directly linked to improved retention rates.

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):

SOC Code	SOC Title	Median Estimated Earnings
29-1229.06	Sports Medicine Physicians	$233,610
27-2023.00	Umpires, Referees, and Other Sports Officials	$34,840
39-3012.00	Gambling and Sports Book Writers and Runners	$24,260
27-2022.00	Coaches and Scouts	$36,330
25-1193.00	Recreation and Fitness Studies Teachers, Postsecondary	$66,000
27-2021.00	Athletes and Sports Competitors	$50,850
39-3091.00	Amusement and Recreation Attendants	$24,610

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

11-1021.00	General and Operations Managers	$103,650
11-2021.00	Marketing Managers	$142,170
39-9031.00	Exercise Trainers and Group Fitness Instructors	$40,390
29-1128.00	Exercise Physiologists	$49,170
29-9091.00	Athletic Trainers	$49,860
27-3011.00	Broadcast Announcers and Radio Disc Jockeys	$34,840
13-1011.00	Agents and Business Managers of Artists, Performers, and Athletes	$75,420
11-9071.00	Gambling Managers	$75,510
11-9179.01	Fitness and Wellness Coordinators	$83,620

*Median wages 2023: https://www.onetonline.org/find/result?s=sports+management

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 estimated earnings are provided in the above table.

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	NAICS Title
711211	Sports Teams and Clubs
711310	Promoters of Performing Arts, Sports, and Similar Events with Facilities
711320	Promoters of Performing Arts, Sports, and Similar Events without Facilities
713940	Fitness and Recreational Sports Centers
611620	Sports and Recreation Instruction
561920	Convention and Trade Show Organizers
541810	Advertising Agencies (for sports marketing)
312120	Breweries (for sports sponsorship and marketing roles)
519190	All Other Information Services (sports analytics)

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.

L,O. for the MBA program:

1. Students will gather, analyze, and synthesize relevant business data and information to solve problems and arrive at appropriate decisions.
2. Students will prepare and deliver an effective business document.
3. Students will prepare and deliver an effective business presentation.
4. Students will evaluate how leadership traits and behaviors affect key stakeholders.
5. Students will utilize quantitative analysis methods to identify salient information and trends in business data.
6. Students will analyze the local and global impact of organizational decisions.

L,O. particularly for the Sports Management Track:

7. Students will be able to analyze and apply financial principles specifically tailored to the sports industry, including budgeting, financial planning, and investment strategies for sports organizations.
8. Students will gain expertise in managing sports organizations, understanding the complexities of sports as a business, including team management, facility operations, and event planning.
9. Students will acquire the skills to develop and implement effective marketing campaigns tailored to the unique demands of the sports market, focusing on fan engagement, sponsorship, and digital marketing strategies.
10. Students will gain the ability to apply analytics and data-driven decision-making in sports contexts, enhancing team performance, optimizing operations, and increasing business revenues.
11. Students will understand the ethical considerations and leadership qualities necessary to lead diverse teams and organizations in the sports industry, fostering inclusive environments and promoting positive organizational cultures.

Assessment of Learning Outcomes

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

Assessment takes place during each student's final year. Students enroll in a zero-credit course (BUS 582), graded as pass-fail, and designed to assess the learning objectives. In BUS 582, students are required to upload written artifacts to Blackboard, deliver a presentation, and take part in other assessment activities. Members of the school's faculty teaching in graduate programs collaborate with the AoL Coordinator to evaluate students' work in Blackboard. Once students' artifacts are scored, the results are shared with a faculty task force that analyzes the data and present its findings to all School of Business faculty at the School's annual assessment retreat. Faculty then discuss how to improve student learning for each of the objectives. The faculty vote on possible solutions and take action to ensure continuous improvement in student learning.

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 Taylor, JD
- Email: mwtaylor@ccsu.edu   Phone: 860-832-3216

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program Assistant Dean, School of Business

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? N/A
How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6
How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0
What percentage of program credits will be taught by adjunct faculty? 0
Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: N/A

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

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
Keshab Acharya, Associate Professor	PhD, The University of Texas Rio Grande Valley	Management	
Mark Cistulli, Professor	PhD, University of Connecticut	Marketing Communication	
Jeung-Yoon Chang, Assistant Professor	PhD, Sungkyunkwan University	Business Administration	
Jason Chen, Associate Professor	PhD, University of Central Florida	Business Administration, Accounting Track with an emphasis in taxation	
Michael Gendron, Professor	PhD, University at Albany, State Univ. of NY	Information Science	Dept. Ch
Dr. Yuxin Huang, Assistant Professor	Ph.D., University of New Orleans	Finance	
Marie Kulesza, Associate Professor	DBA, Walden University	Accounting	
Dr. Ran Liu, Assistant Professor	Ph.D., Old Dominion University	Marketing	
Dr. Christopher Lee, Professor	Ph.D., Saint Louis University	Management	Department Chai
Mary McCarthy, Professor	DBA, Nova Southeastern University	Accounting	
Dr. Weihong Ning, Associate Professor	Ph.D., Texas Tech University	Management of Information System, Physical Education and Sports	
Hamid Sakaki, Associate Professor	PhD, University of Texas Rio Grande Valley	Finance	Interim Dept. Chai
Kareem Shabana, Professor	PhD, University of Georgia, USA	Strategic Management	Assessment Coordinato
Decorti Rodgers-Tonge, Assistant Professor	DBA, Temple University	Business Administration	
Andrew Weinberger, Associate Professor	DBA, Creighton University	Accounting	

Curriculum   (existing MBA program with directed electives *highlighted below*)

*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			
Prerequisite Foundational Courses (24 credits):			
AC 500 Financial and Managerial Accounting	1,2,3,4		3
FIN 500 Managerial Finance	1,2,3,4		3
LAW 500 Business Law and the Legal	4, 6		3

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

Environment			
MGT 500 Management of Contemporary Organizations	3,4,6		3
MKT 500 Marketing Management	1,2,3,4,6		3
MC 500 Advanced Managerial Communication	3,4,6		3
MIS 500 Management Information Systems	1,5		3
BUS 505 Quantitative Methods for Business	1,5		3
Common Core Courses (18 credits)			
AC 531 Accounting Information for Decision Making	1,2,3,6	Admission to the MBA	3
MIS 531 Strategic IT Alignment	1,5	Admission to the MBA	3
FIN 531 Corporate Finance	1,2,3,4,6	Admission to the MBA	3
MGT 531 Managing and Leading in the Contemporary Organization	3,4,6	Admission to the MBA	3
MKT 531 Strategic Marketing	1,3,5,6	Admission to the MBA	3
BUS 538 Business Quantitative Analytics	1,5	Admission to the MBA	3
Track – Sports Management (9 credits from the following electives, at least 6 credits from FIN, MGT, MKT, or MIS course)			
FIN 546 Sports Finance	1,2,3,7,10	FIN 531 Corporate Finance	3
MGT 563 Sports Management	1,3,8,10	MGT 531 Managing and Leading in the Contemporary Organization	3
MKT 545 Sports Marketing	1,3,9,10,	MKT 531 Strategic Marketing	3
MIS 530 Sports Analytics	1,5,10	BUS 538 Business Quantitative Analytics	3
EXS 515 Foundations of Sport and Exercise Psychology	8,9,11	None	3
EXS 516 Foundations of Leadership for Sport and Exercise	11	None	3
ATR 513 Organization & Administration in Sports Medicine	8,11	None	3
Integrative Capstone Experience			
BUS 580 Applied Business Research	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	3
or			
BUS 581 Graduate Special Project	1,2,3,4,5,6	Completion of core requirements; at least three	3

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

		specialization courses or permission of the Associate Director of Graduate Programs	
and			
BUS 582 Graduate Capstone Seminar	1,2,3,4,5,6	Completion of core requirements; at least three specialization courses or permission of the Associate Director of Graduate Programs	0

Open Electives (*Indicate number of credits of open electives*)	0
Total Program Credits:	54

What are the admissions requirements for the program?

For consideration, applicants must submit the following:

1. A completed online application with supplemental materials (ccsu.edu/apply)
   - A current resume/CV including an indication of preferred program option
   - $50 application fee
2. Official undergraduate and graduate transcripts from a regionally accredited institution of higher education (GPA of 2.70 or higher)
   - Applicants must have a GPA of at least 3.00 on all post-baccalaureate coursework
   - GMAT/GRE is not required for an applicant with an undergraduate GPA of 3.20 or higher from an AACSB accredited business degree program
   - GMAT/GRE is required for applicants with an undergraduate GPA of 3.20 or higher from a non-AACSB accredited business degree program
   - GMAT/GRE is required for applicants with an undergraduate GPA between 2.70 - 3.19 from an AACSB accredited or non-AACSB accredited business degree program
   - GMAT/GRE is not required for applicants with five or more years of high-level business experience and a minimum 2.70 undergraduate GPA. Applicants should provide details of their experience on their resume
   - Applicants offered admission may be eligible to have some or all foundation courses waived at the discretion of the Director of the MBA program.
   - GMAT or GRE scores will be waived for applicants holding a professional license, i.e. CPA, CMA, CFA, a Master's degree, or Doctoral degree

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No
If yes, describe: BUS 581 or BUS 580

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:
This new specialization within the MBA program is designed to attract traditional learners with bachelor's degrees who are seeking to enhance their career prospects, acquire new skills, and explore managerial opportunities in sports-related fields.

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modifications to a Program

Bachelor of Arts in Theatre
Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modifications of a program – BA in Theatre (CIP Code: 500501/ OHE# 14890) at Eastern Connecticut State University, specifically:

- Modification to the CIP Code
- Program name change
- A significant modification of courses/course substitutions at Eastern Connecticut State University.

A True Copy:

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

ITEM

Modifications to BA in Theatre at Eastern Connecticut State University, specifically:

- Modification to the CIP Code
- Program name change
- A significant modification of courses/course substitutions at Eastern Connecticut State University.

JUSTIFICATION/PROPOSED CHANGE

The proposed programmatic changes merge curriculum from two existing majors – Communication and Theatre. It creates a unique program – BA in Communication, Film, and Theatre – with proposed areas of concentration in Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting. The new CIP code better reflects this change and the careers and industry aligned with the new program.

In Spring 2023, the full-time faculty in the Theatre and Performance Media program requested to leave the Performing Arts Department and join the Communication Department. This proposed merger was initiated jointly by faculty in both departments for several reasons:

1. Both programs had seen enrollment declines and had overlapping curricula with each other as well as with other departments on campus. By restructuring the two departments into one, several improvements were achieved, including the opportunity to develop a unique and innovative curriculum.
2. There has been a longstanding intersection of curricular content between the two programs. Both Communication and Theatre focus on engaging students in immersive, high-impact practices across television, radio, film, and live performance. Additionally, the two programs employ similar technical tools and media for storytelling, including cameras, editing software, media servers, etc.
3. The entertainment industry saw major shifts sparked by the COVID-19 pandemic, combined with rapid advances in new media technologies. These changes call for an updated curriculum that aligns with the dynamic demands of modern media careers. Modifying the Theatre major to include these capacities from within the Communication program allows Eastern to respond to these changes by leveraging existing resources.
4. Finally, to address declining enrollments, faculty seek to combine resources and create an integrated program that leverages complementary skill sets common to live performance, film, television, and emerging digital media. By consolidating our strengths, the proposed new curriculum aspires to prepare multi-faceted creators and attract prospective students.

The name change will allow the program to better reflect the disciplinary content and skills provided by this reorganization and merging of two programs, will allow for better communication with prospective students and employers, and will take advantage of the existing resources and faculty expertise in these related areas.

As part of the re-organization of the two departments, additional redundancies in the curriculum were addressed by moving parts of the Communication curriculum related to marketing (advertising, public relations, social media and strategic marketing) to the Business Administration department.

Total Number of courses and course credits to be modified by this application: 14 courses; 39 course credits.

The Program Modification maintains a focus on co-curricular high-impact practices while emphasizing creative authorship, strong cohort-building opportunities, a deep understanding of equity and diversity within media and performance, versatile communication skills, and competency with cameras and editing. The curriculum incorporates a focus on ethics and media literacy, abilities which are critical for responsible global citizenship. Students graduating from the program will develop a versatile skill set that prepares them for rewarding careers or graduate studies. Employers participating in our Entertainment Industry Career Day over the past two years have affirmed the substantial demand across Connecticut and New England for graduates possessing these aptitudes.

[ADDENDUM](#)

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.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

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

APPLICATION TO MODIFY CIP CODE –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF CIP CODE	
Institution: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

NOTE: Use this form if modifying only the program CIP code.

Program Characteristics
Name of Program: **Theatre**
OHE #: **14890**
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Arts**
Total # Credits in Program: **42**
Department where program is housed: **Communication, Film, and Theatre**
Location Offering the Program *(e.g., main campus)*: **Main Campus**

Current CIP Code Number: **500501**   Title of CIP Code: **Drama and Dramatics/Theatre Arts**

New Proposed CIP Code Number: **500601**   Title of CIP Code: **Film/Cinema Studies**

Explanation / Justification
Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.

The proposed programmatic change merges curriculum from two existing majors – Communication and Theatre. It creates a unique program – BA in Communication, Film, and Theatre – with proposed areas of concentration in Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting. The new CIP code better reflects this change and the careers and industry aligned with the new program.

Institutional Contact for this Proposal: William Salka	Title: Provost	Tel.: 860 465 5246 e-mail: salkaw@easternct.edu

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

NOTE: Use this form if modifying only the name of the program.

Current Program Characteristics

Name of Program: **Theatre**

OHE #: **14890**

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)*: **Bachelor of Arts**

Date Program was Initiated: **10.15.2008**

Total # Credits in Program: **39**

Credits in General Education: **46**

CIP Code Number: **500501** Title of CIP Code: **Drama and Dramatics/Theatre Arts**

Department where program is housed: **Communication, Film, and Theatre**

Location Offering the Program *(e.g., main campus)*: **Main Campus**

Proposed New Name of Program: **Communication, Film, and Theatre**

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.

In Spring 2023, the full-time faculty in the Theatre and Performance Media program requested to leave the Performing Arts Department and join the Communication Department. This proposed merger was initiated jointly by faculty in both departments for several reasons:

1. Both programs had seen enrollment declines and had overlapping curricula with each other as well as with other departments on campus. By restructuring the two departments into one, several improvements were achieved, including the opportunity to develop a unique and innovative curriculum.

2. There has been a longstanding intersection of curricular content between the two programs. Both Communication and Theatre focus on engaging our students in immersive, high-impact practices across television, radio, film, and live performance. Additionally, the two programs employ similar technical tools and media for storytelling, including cameras, editing software, media servers, etc.

3. The entertainment industry saw major shifts sparked by the COVID-19 pandemic, combined with rapid advances in new media technologies. These changes call for an updated curriculum that aligns with the dynamic demands of modern media careers. Modifying the Theatre major to include these capacities from within the Communication program allows Eastern to respond to these changes by leveraging existing resources.

4. Finally, to address declining enrollments, faculty seek to combine resources and create an integrated program that leverages complementary skill sets common to live performance, film, television, and emerging digital media. By consolidating our strengths, the proposed new curriculum aspires to prepare multi-faceted creators and attract prospective students.

The name change will allow the program to better reflect the disciplinary content and skills provided by this reorganization and merging of two programs, will allow for better communication with prospective students and employers, and will take advantage of the existing resources and faculty expertise in these related areas.

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

*APPLICATION FOR **NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

Programmatic Changes

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

The proposed programmatic change merges curriculum from two existing majors – Communication and Theatre. Thus, it creates a unique program that is not duplicated across any of the sister institutions. A BA in Communication, Film, and Theatre is not currently offered by any sister institution. Specifically, the proposed areas of concentration – Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting – are unique to Eastern as is the CFT core curriculum. Additionally, the undergraduate film production curriculum is unique to the region. The proposed modified program will thus provide students with core skills, flexible course offerings, and areas of concentration with high employability and not in competition with any sister institution.

Cost and Availability of Adequate Resources

If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.

No new/additional resources are required by this name change. It is reflective of the changes made to better utilize existing resources.

Institutional Contact for this Proposal: William Salka	Title: Provost	Tel.: 860 465 5246 e-mail: salkaw@easternct.edu

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

Most Recent NECHE Institutional Accreditation Action and Date: **2021**

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

   Other (please specify)

Total Number of courses and course credits to be modified by this application: 14 courses; 39 course credits

* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:
- If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form 202 *Application to Modify Instructional Modality*
- If only modifying program name, use form 203 *Application for Name Change*
- If only modifying CIP code, use form 204 *Application to Change CIP Code*

Original Program Characteristics

Name of Program: **Theatre**

OHE #: **14890**

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

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

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

Date Program was Initiated: **10.15.2008**

Total # Credits in Program: **39**

Credits in General Education: **46**

CIP Code Number: **500501**   Title of CIP Code: **Drama and Dramatics/Theatre Arts**

Modified Program Characteristics

Name of Program: **Communication, Film, and Theatre**

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

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

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

Initiation Date for Modified Program: **Fall 2024**

Anticipated Date of First Graduation: **Spring 2029**

Total # Credits in Program: **42**

Credits in General Education: **46**

CIP Code Number: **500601**   Title of CIP Code: **Film/Cinema Studies**

Department where program is housed: **Communication, Film, and Theatre**

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

Location Offering the Program *(e.g., main campus)*: **Main campus**
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: **BS Communication**   CIP: **090100**   OHE#: **02389**   BOR Accreditation Date: **5.19.1987** Phase Out Period **Spring 2027**   Date of Program Termination **Spring 2024** Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☒ Yes ☐ No Program Discontinued: **BA New Media Studies**   CIP: **09072**   OHE#: **17672**   BOR Accreditation Date: **6.18.2014** Phase Out Period **Spring 2027**   Date of Program Termination **Spring 2024** 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)*

Institutional Contact for this Proposal: Kristen Morgan	Title: CFT Department Chair	Tel.: 860-465-5058 e-mail: morgankr@easternct.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:

- Modify Theatre major by adding parts of the Communication major (to be discontinued) to form a B.A. degree in Communication, Film, and Theatre (CFT).
- Create a new common core comprised of 18 credits of CFT courses.
- Restructure the current concentrations across the two majors into four revised concentrations with 24 credits each: Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting.

Background and Rationale

Provide the context and need for the proposed modification(s) and the relationship to the originally approved program:

In Spring 2023, the full-time faculty in the Theatre program requested to leave the Performing Arts Department and join the Communication Department. This proposed merger was initiated jointly by faculty in both departments for several reasons:

1. Both programs had seen enrollment declines and had overlapping curricula with each other as well as with other departments on campus. By restructuring the two departments into one, several improvements were achieved, including the opportunity to develop a unique and innovative curriculum.
2. There has been a longstanding intersection of curricular content between the two programs. Both Communication and Theatre focus on engaging our students in immersive, high-impact practices across television, radio, film, and live performance. Additionally, the two programs employ similar technical tools and media for storytelling, including cameras, editing software, media servers, etc.
3. The entertainment industry saw major shifts sparked by the COVID-19 pandemic, combined with rapid advances in new media technologies. These changes call for an updated curriculum that aligns with the dynamic demands of modern media careers. Modifying the Theatre major to include these capacities from within the Communication program allows Eastern to respond to these changes by leveraging existing resources.

4. Finally, to address declining enrollments, faculty seek to combine resources and create an integrated program that leverages complementary skill sets common to live performance, film, television, and emerging digital media. By consolidating our strengths, the proposed new curriculum aspires to prepare multi-faceted creators and attract prospective students.

As part of the re-organization of the two departments, additional redundancies in the curriculum were addressed by moving parts of the Communication curriculum related to marketing (advertising, public relations, social media and strategic marketing) to the Business Administration department.

Our proposed Program Modification maintains a focus on co-curricular high-impact practices while emphasizing creative authorship, strong cohort-building opportunities, a deep understanding of equity and diversity within media and performance, versatile communication skills, and competency with cameras and editing. The curriculum incorporates a focus on ethics and media literacy, abilities which are critical for responsible global citizenship. Students graduating from our program will develop a versatile skill set that prepares them for rewarding careers or graduate studies. Employers participating in our Entertainment Industry Career Day over the past two years have affirmed the substantial demand across Connecticut and New England for graduates possessing these aptitudes.

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.)*

The modified program is designed to integrate the most in-demand aspects of communication, film, and theatre industries through a versatile, skills-based curriculum. Graduates of this program will be well-prepared to enter into a range of professions that are emerging in media, film, and performance. A review of the CT Department of Labor jobs in demand site predicts significant increases in employment projections from 2020 to 2030 for film and video editors (27.7%), special effects artists (27.1%), camera operators, television, video, and film (23%), technical writers (18.5%), art directors (19.2%), writers and authors (18.3%), producers and directors (17.1%), and set and exhibit designers (16.4%), to name a few. Similarly, labor market and jobs data from Lightcast (formerly Burning Glass) indicates approximately 20,000 unique job postings across New England for occupations in the CIP code represented by the modified program. Top companies hiring include NBC, Disney, CBS Broadcasting, Spectrum, Fox News Network, and ESPN, as well as media companies and public and government agencies. CT film and entertainment industry partnerships already exist with organizations such as Film Haven Productions, StoryReal Co, Playhouse Theatre Group, IATSE, Motion, Inc., Arias Productions, Artis Haven Media, LLC., and Ross Production Services. The Bureau of Labor Statistics data indicates national jobs growth (2020-2032) for film and video operators and camera operators, technical writers, writers and authors, and producers and directors, with bachelor's degree requirements and attractive starting salaries. Thus, graduates of the modified program will be better prepared in response to the shifts in skills and technology required for the emerging and growing jobs market both in the state and beyond.

- 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?

This program will continue to utilize the resources of full-time faculty and staff in the Fine Arts Instructional Center and Communication Building, including specialized classrooms, labs, performance spaces, studios, equipment, software, and tools. Students who had previously been separated into two majors will now have access to combined resources. Eastern currently has faculty with expertise in the disciplines/courses being proposed for the modified program. Faculty engage in research, creative activity, and extensive professional activities in these areas. In their current form, both Communication and Theatre programs have faced enrollment challenges. The modified program will allow Eastern to leverage our faculty and state-of-the art media and production facilities to their fullest capacity by offering a program

that is unique in the state and region. All full-time faculty hold terminal degrees in their fields. The faculty dedicated to the modified program include Professor Alycia Bright-Holland, Professor J. J. Cobb, Professor Brian Day, Dr. Reginald Flood, Dr. V. Michelle Michael, Professor Kristen Morgan, Dr. David Pellegrini, Professor Anya Sokolovskaya, Dr. Terri Toles-Patkin, Dr. Andrew Utterback, and Professor John Zatowski. Additionally, the program is supported by technical staff for lighting technology, sound design, media production, and technical direction/production management.

- 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?

  Eastern's Office of Planning and Institutional Research collects and provides programs with comprehensive data enrollment, retention, and completion, including a specialized Power BI database for assistance with program planning and improvement. This includes data on enrollment in major, student performance indicators (grades, DFW, at-risk students requiring support, etc.), completion rates, course enrollments, major-requirements-not-met, and many more to ensure that programs are making data-supported decisions.

  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.

  Eastern's Academic Success Center provides extensive support and services to ensure the highest level of achievement for all students. This includes the advising center, writing center, math achievement center, tutoring center, specialized opportunity programs, and career success services for all students. The proposed program modification will result in a versatile and modern curriculum, tied to employability skills and career outcomes, and will open recruitment opportunities across a wide range of student populations.

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

  All programs at Eastern are required, as part of their annual reporting process, to utilize student outcomes data when evaluating their program goals and curriculum. Eastern's employability plan also requires that career advice and access to career planning be made available to all students through their academic programs. Inequities will be addressed by examining institutional data on student outcomes and linking any challenges to existing institutional resources through the extensive wraparound services provided by Eastern, including the Academic Success Center, Counseling Center, Office of AccessAbility Services, Intercultural Center, Pride Center, and Women's Center, and Office of Career Success to name a few.

- 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*)

  Eastern participates in TAP agreements with institutions in the CT community college system and also regularly accepts transfer students from sister institutions in the state and other institutions within and outside of CSCU. The modified program will allow for greater flexibility for transfer students.

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

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

The proposed modification merges curriculum from two existing majors – Communication and Theatre. Thus, it creates a unique program that is not duplicated across any of the sister institutions. A BA in Communication, Film, and Theatre is not currently offered by any sister institution. Specifically, the proposed areas of concentration – Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting – are unique to Eastern as is the CFT core curriculum. Additionally, the undergraduate film production curriculum is unique to the region. The proposed modified program will thus provide students with core skills, flexible course offerings, and areas of concentration with high employability and not in competition with any sister institution.

Our proposed modification is also distinct from a recent course modification proposal by Southern that modifies their Communication major into a Communication, Media, and Screen Studies. Our program emphasizes hands-on production skills and knowledge, multimedia journalism, and multimedia live theatre productions.

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Note: This table below presents only the original Theatre program, which is being modified. An additional table at the end of the document presents the original Communication program, which is being discontinued and components of which are being absorbed into the modified Communication, Film, and Theatre program.

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Required Courses	**18**	**Core Courses**	**18**
THE 101 Entertainment Industry Employability	1	CFT 100 Creative Authorship	3
THE 172 Acting I for Majors OR THE 171 Improvisation & Physical Theatre OR DNC 253 Modern Dance 1	3 3 3	CFT 101 Entertainment Industry Employability	1
THE 176 Fundamentals of Design	3	THE 265 World Performance & Culture OR	4
THE 265 World Performance History	4	CFT 205 Media Writing	4
THE 275 Technical Theatre OR THE 278 Introduction to Costume Technology	3 3	COM 230 Public Speaking OR THE 174 The Actor's Voice	3 3
THE 364 Performance in America	3		
THE 482 Career Preparation	1	COM/FLM 220 Video & Film Production	3
Practicum	**3**	CFT 401 Career Preparation	1
THE 227 Theatre Design/Technical Practicum	0.5-3	CHOOSE 1	
THE 228 Theatre Performance/Rehearsal Practicum	0.5-3	THE 474 Experimental Theatre FLM 440 Film & Video for Clients	3 3
THE 392 Practicum in Theatre	0.5-3	FLM 441 ECSU Film Project	3
Major Electives: *Choose one*	**3**	**Design, Technology, Performance Media Concentration**	**24**
THE 472 Auditioning for the Stage and Screen	3	THE 176 Fundamentals of Theatre Design	3
THE 473 Producing and Directing	3	THE 375 Technical Theatre OR	3
THE 474 Experimental Theatre: Theory and Performance	3	THE 278 Introduction to Costume Technology	3

THE 481 Senior Project in Theatre	3	THE 225, 226, 227, 392 Practica	3
DNC 445 Dance Composition	3	THE 351 Adaptation/Media/Performance OR	3
FLM 400 ECSU Film Project	3	THE 364 Performance in America	3
FLM 440/COM 440 Producing Film for Clients	3	Choose 4 THE 276 Scenic Design3 credits THE 277 Drawing in Digital 3D THE 279 Costume History THE 280 Lighting Design & Technology THE 281 Sound Design & Technology THE 282 Scene Painting THE 283 Sound Art THE 285 Projection Technology & Design THE 288 Stage Makeup THE 345 Programming for Interactive Design THE/FLM 355 Art Direction for Film THE 366 Stage Management THE 368 Surface Design on Fabric THE 378 Costume Design THE 379 Pattern Making THE 385 Immersive Performance Design THE 476 Theatre on Tour: Prague Quadrennial	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Performance Concentration: Acting, Dance and Physical Theatre	**15**	**Film and Video Production Concentration**	**24**
Acting Specialization		COM 490 Internship OR CFT 411 Communication and Media Careers	3 3
Required Sequence:			
THE 171 Improvisation & Physical Theatre OR THE 172 Acting for Majors	3 3	THE 351 Adaptation/Medi/Performance OR CFT 305 Media Law and Ethics	3 3
THE 174 The Actor's Voice	3		
THE 273 Acting II	3	COM 120 TV News and Sprots: Live Studio and Field Production	3
THE 372 Acting III: Period Styles	3	COM 245 Applied Production: Content Creation	3
Electives: Choose one		COM 345 Documentary Production	3
THE 270 Directing I	3	COM 357 Scriptwriting	3
THE 365 Special Topics in Theatre	3	COM 380 Dramatic Video and Film Production	3
THE 377 Advanced Movement for the Actor	3	FLM 230 Video and Film Editing	3
THE 393 Stage Combat: The Actor/Combatant	3	**Multimedia Journalism: News and Sports Concentration**	**24**
THE 471 On-Camera Acting	3	COM 490 Internship OR	3 3

		CFT 411 Communication and Media Careers	
THE 499 Site-Specific Theatre	3	COM 305 Media Law and Ethics	3
Dance & Physical Theatre Specialization	**15**	COM 210 Photojournalism	3
Required Foundational Courses:		COM 245 Applied Audio Production: Content Creation	3
THE 171 Improvisation & Physical Theatre OR DNC 253 Modern Dance I	3 3	COM 285 Sports Video: Storytelling & Content Creation	3
DNC 240 West African Dance I	3	COM 352 Emergent Media Reporting	3
DNC 280 World Dance: Movement as Culture	3	COM 425 TV News & Sports Packaging: The Multimedia Journalist	3
DNC 254 Modern Dance II	3	**Performance: Acting, Choreography, & Playwriting Concentration**	**24**
Electives: Choose one		THE 171 Improvisation and Physical Theatre	3
THE 180 Performance-in-Context: Dance/Choreography	3	THE 172 Acting I for Majors	3
DNC 241 West African Dance II	3	THE 299 Diversity in Performance	3
DNC 251 Ballet I - Beginning	3	THE 227 Design/Technology Practicum	1-3
DNC 255 Tap Dance	3	THE 228 Performance Practicum	3
DNC 346 Improvisation	3	THE 351 Adaptation/Media/Performance OR THE 364 Performance in America	3 3
DNC 347 Dance Workshop	3	DNC 240/241 West African Dance I/II	3
DNC 351 Ballet II - Intermediate	3	DNC 251 Ballet	3
DNC 365 Special Topics	3	DNC 253/254 Modern Dance I/II	3
DNC 395 Practicum in Dance	1-3	THE 174 The Actor's Voice	3
DNC 491 Justice Alternatives through the Arts	1-3	THE 269 Asian Theatre	3
THE 299 Diversity in Performance	3	THE 270 Directing I	3
THE 377 Advanced Movement for the Actor	3	THE 271 Directing II	3
Design, Technology & Performance Media Concentration	**15**	THE 273 Acting II	3
Electives: choose 5		THE 308 Playwriting	3
THE 276 Scenic Design	3	THE 372 Acting III: Period Styles	3
THE 277 Computer Aided Design (CAD)	3	THE 377 Advanced Movement for Actors	3
THE 278 Introduction to Costume Technology	3	THE 393 Stage Combat	3
THE 279 Costume History	3	THE 471 On-Camera Acting	3
THE 280 Theatre Lighting Technology and Design	3	THE 472 Auditioning for Stage & Screen	3
THE 281 Theatre Sound Technology and Design	3		
THE 282 Scenic Painting	3		
THE 283 Sound Art	3		

THE 285 Projection Design	3		
THE 288 Stage Makeup	3		
THE 325 Advanced Stagecraft	3		
THE 345 Programming for Interactive Design	3		
THE 355/FLM 355 Art Direction for Film	3		
THE 365 Special Topics in Theatre	3		
THE 366 Stage Management	3		
THE 368 Surface Design on Fabric	3		
THE 378 Costume Design	3		
THE 379 Pattern Making	3		
THE 380 Advanced Lighting Design	3		
THE 385 Immersive Performance Design	3		
THE 475/476 Theatre on Tour	0.5-3		
THE 480 Independent Study in Theatre	3		
CSC 220 Visualizing for Visual Thinking	3		
FLM/COM 220 Video & Film Production	3		
FLM/COM 380 Dramatic Film & Video Production	3		
MUS 301 Intermediate Music Production & Technology	3		
Filmmaking and Directing Concentration	**15**		
Required Courses			
COM/FLM 220 Video & Film Production	3		
COM/FLM 357 Scriptwriting	3		
THE 270 Directing I OR	3		
COM/FLM 380 Dramatic Video & Film Production	3		
Electives: Choose two			
FLM 101 Introduction to Film	3		
FLM/WLC 223 French Cinema	3		
FLM 321 American Cinema	3		
FLM 322 World Cinema	3		
FLM/COM 435 Documentary Production	3		
THE 271 Directing II	3		
THE 355 Art Direction for Film	3		
THE 374 Directing 3	3		
THE 475/476 Theatre on Tour	0.5-3		
THE 480 Independent Study in Theatre	3		
Total Credits Original Program	**39**	**Total Credits Modified Program**	**42**

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. **Disciplinary Knowledge: Knowledge and comprehension of the fundamental concepts and processes relevant to the communication, film, and theatre disciplines and their professional subfields.**
   - Demonstrating an understanding of basic human and mediated communication process models.
   - Identifying major developments and personalities in media practices across eras and cultures.
   - Demonstrating the ability to historically frame the development and evolution of media and live performance.
   - Demonstrating a baseline understanding of current issues and controversies in the fields of media and live performance.
   - Demonstrating baseline fluency in commonplace disciplinary vocabulary.
   - Demonstrating a basic understanding of the prevailing communication modalities of media and live performance
   - Understanding key practices of the professional subfields.

2. **Critical Thinking: Critically analyze media and performance practices through rhetorical inquiry, evaluation of complex ideas, artifacts, information and arguments to formulate well-reasoned beliefs and conclusions.**
   - Identifying social, political and cultural meanings embedded in media and live performance.
   - Recognizing the social, political, cultural and global influence of media and live performance.
   - Analyzing media using rhetorical methods.
   - Critiquing texts and media/performance concepts, with an eye toward putting theory into practice.
   - Identifying, assessing and solving problems in a production setting.
   - Formulating well-reasoned beliefs, judgements and conclusions in support of a media/performance concept or approach.

3. **Ethical Reasoning: Requires students to recognize ethical issues, identify their own ethical positions and analyze other ethical perspectives in real-world situations in order to consider the impact of decisions and actions on other individuals, society and the environment.**
   - Demonstrating an understanding of the role of ethics in shaping media and live performance events in interpersonal, organizational, social, political, and cultural contexts and frameworks.
   - Recognizing issues pertaining to equity and representation of marginalized people in the creation and production of work in the media and entertainment industry.
   - Identifying their own ethical positions related to the power of media to hold a mirror to society.
   - Analyzing ethical positions of past and present media and performance historians and critics.
   - Considering the impact of storytelling on other individuals and societies, and the environmental impact of current media and performance practices.

4. **Communication: Recognize and utilize the most appropriate means to address specific audiences in relevant contexts or genres in order to effectively inform or persuade.**
   - Creating, selecting, adapting and presenting messages in multiple distribution modalities to accomplish media and performance event goals.
   - Acknowledging and understanding differences in communication constructs, interpretation, effects and consequences.
   - Identifying the role of physical, verbal, written and visual communication in media and live performance
   - Determining which combination of methods will be most compelling, given the relevant context or genre, to inform or persuade a specific audience.
   - Devising creative forms of expression and using them to fluently communicate an intended meaning.

5. **Creativity: Synthesize ideas, perspectives, information, or materials in original and self-aware ways, and use that synthesis to generate imaginative acts or products.**
   - Designing/developing and proposing contributions to the creation of media and performative works.
   - Solving theoretical and practical production issues in innovative ways.

- Applying a tangible skill set, relative to their specialty/concentration, to a collaborative creative deliverable.

6. **Quantitative Literacy: Competency in working with numerical data to reason or solve problems, the ability to make judgements and draw conclusions supported by quantitative evidence, and the ability to communicate those arguments utilizing quantitative tools.**
   - Explaining, synthesizing, and applying communication theory in the design and execution of research projects.
   - Constructing and executing research projects to investigate practical and scholarly questions within diverse media and performance fields, including technical studio production systems.
   - Analyzing and interpreting quantitative results from research projects.
   - Interpreting and explaining information presented in CAD drawings such as ground plans and elevations, light plots and projection calculation diagrams.
   - Converting information into quantitative forms such as production management spreadsheets, cue lists, lighting magic sheets and costume plots.
   - Expressing quantitative evidence in support of design choices and technical specifications for theoretical, staged, and/or filmed productions and interactive installations.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
- All students in the program will be required to take a capstone/writing intensive course. Artifacts will be gathered from these courses and evaluated using the adapted AAC&U Value rubrics to assess critical thinking, ethical reasoning, communication, creativity, and quantitative literacy.
- Disciplinary knowledge will be assessed through exit interviews and senior portfolios.
- Internship and alumni data will provide indirect measures of student 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
CFT 100 Creative Authorship	1, 2, 3, 4, 5		3
CFT 101 Entertainment Industry Employability	1, 4		1
CFT 205 Media Writing	1, 2, 4		4
CFT 305 Media Law and Ethics	1, 2, 3, 4	CFT 205 or THE 265	3
CFT 401 Career Preparation	1, 4	CFT 100 and CFT 101	1
CFT 410 Communication and Media Careers	1, 4		3
COM 120 TV News and Sports: Live Studio and Field Production	1, 4		3
COM 210 Photojournalism	1, 4, 5		3
COM 230 Public Speaking	1, 4		3
COM 245 Applied Production: Content Creation	1, 3, 4, 5		3
COM 285 Sports Video: Storytelling & Content Creation	1, 3, 4, 5		3
COM 345 Documentary Production	1, 2, 3, 4, 5		3
COM 352 Emergent Media Reporting	1, 2, 3, 4, 5		3
COM 357 Scriptwriting	1, 2, 3, 4, 5		3
COM 380 Dramatic Video and Film Production	1, 2, 3, 4, 5		3
COM 425 TV News & Sports Packaging: The Multimedia Journalist	1, 2, 3, 4, 5		3
COM 490 Internship	1, 2, 3, 4, 5		3
COM/FLM 220 Video & Film Production	1, 4, 5		3
FLM 230 Video and Film Editing	1, 4, 5		3
FLM 440 Film & Video for Clients	1, 2, 3, 4, 5		3

FLM 441 ECSU Film Project	1, 2, 3, 4, 5		3
DNC 240 West African Dance I	1, 4, 5		3
DNC 241 West African Dance II	1, 2, 4, 5		3
DNC 251 Ballet	1, 5		3
DNC 253 Modern Dance I	1, 5		3
DNC 254 Modern Dance II	1, 2, 4, 5		3
THE 171 Improvisation and Physical Theatre	1, 4, 5		3
THE 172 Acting I for Majors	1, 4, 5		3
THE 174 The Actor's Voice	1, 5		3
THE 176 Fundamentals of Theatre Design	1, 4, 5, 6		3
THE 225 Set Construction Practicum	1, 5, 6		0.5-3
THE 226 Costume Construction Practicum	1, 5, 6		0.5-3
THE 227 Design/Technology Practicum	1, 5, 6		0.5-3
THE 228 Performance Practicum	1, 4, 5		0.5-3
THE 265 World Performance & Culture	1, 2, 3, 5		4
THE 269 Asian Theatre	1, 2, 3		3
THE 270 Directing I	1, 3, 4, 5		3
THE 271 Directing II	1, 2, 3, 4, 5	THE 270	3
THE 273 Acting II	1, 2, 4, 5	THE 172	3
THE 275 Technical Theatre	1, 5, 6		3
THE 276 Scenic Design	1, 2, 4, 5, 6		3
THE 277 Computer Aided Design (CAD)	1, 5, 6		3
THE 278 Introduction to Costume Technology	1, 5, 6		3
THE 279 Costume History	1, 3, 5		3
THE 280 Lighting Design & Technology	1, 4, 5, 6		3
THE 281 Sound Design & Technology	1, 4, 5, 6		3
THE 282 Scene Painting	1, 5		3
THE 283 Sound Art	1, 5, 6		3
THE 285 Projection Technology & Design	1, 5, 6		3
THE 288 Stage Makeup	1, 5		3
THE 299 Diversity in Performance	1, 2, 3		3
THE 308 Playwriting	1, 2, 4, 5	ENG 100 and a 100- or 200-level literature course	3
THE 345 Programming for Interactive Design	1, 5, 6		3
THE 351 Adaptation/Media/Performance	1, 2, 3, 4	CFT 205 or THE 265	3
THE 364 Performance in America	1, 2, 3, 4	CFT 205 or THE 265	3
THE 366 Stage Management	1, 3, 4		3
THE 368 Surface Design on Fabric	1, 5		3
THE 372 Acting III: Period Styles	1, 2, 4, 5	THE 273	3
THE 377 Advanced Movement for Actors	1, 5	THE 171 and THE 172	3
THE 378 Costume Design	1, 2, 4, 5, 6		3
THE 379 Pattern Making	1, 5, 6		3
THE 385 Immersive Performance Design	1, 2, 4, 5, 6		3
THE 392 Practicum	1, 5		0.5-3
THE 393 Stage Combat	1, 3, 5	THE 171 and THE 172	3
THE 471 On-Camera Acting	1, 4, 5	THE 273	3
THE 472 Auditioning for Stage & Screen	1, 2, 4, 5	THE 273	3
THE 474 Experimental Theatre	1, 2, 3, 4, 5		3

THE 476 Theatre on Tour: Prague Quadrennial	1, 3, 5		3
THE/FLM 355 Art Direction for Film	1, 2, 4, 5, 6		3
Open Electives (*Indicate number of credits of open electives*)			**24**
Total Program Credits:			**120**

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements
N/A

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 new/additional resources required to support the proposed revision.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2021		Fall Term, Year 2022		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	2 THE 10 COM		4 THE [1 readmit] 11 COM [4 readmit]	3 COM [1 readmit])	3 THE 18 Com [1 readmit]	
New Students	11 THE 42 COM		8 THE 26 COM		12 THE 23 COM	1 THE
Returning Students	50 THE 166 COM	1 THE 13 COM	35 THE 136 COM	2 THE 10 COM	28 THE 116 COM	3 THE 8 COM
Actual Headcount Enrollment	63 THE 218 COM	1 THE 13 COM	47 THE 173 COM	2 THE 13 COM	43 THE 157 COM	4 THE 8 COM
Fall FTE accounted for by Program Majors	**63.667 Theatre 224.42 Communication**		**48 Theatre 179.97 Communication**		**45.33 Theatre 160.33 Communication**	
Size of Credentialed Group(s) for Given Year	**15 Theatre 53 Communication**		**20 Theatre 57 Communication**		**8 Theatre 41 Communication**	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

Both programs have seen declining enrollments and challenges in staffing and filling courses given the size of the curriculum for each major. The program modifications will allow for the development of a unique and innovative program and we fully expect the enrollment to increase in the CFT major.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

Data on Theatre majors for Academic Year 2023 includes headcounts and FTE for both Theatre and Theatre and Performance Media majors. Data on Communication majors and graduates in this table excludes students with concentrations in areas of Communication currently served by the department of Business Administration (i.e., Advertising, Marketing, and Public Relations). Students in other concentrations in the Communication major (i.e., Applied Media Production, Communication Generalist, Leadership Communication, or Media Writing & Journalism), or students who did not declare a concentration are considered plausible candidates for the proposed new major and are used for purposes of historical comparison.

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.

This is a modification of two existing majors to ensure all courses can be covered with existing faculty. No new faculty or other resources will be required for this change.

PRO FORMA Budget - Projected Revenues and Expenditures			
(Whole Dollars Only)			
PROJECTED Program Revenue	Fall	Fall	Fall
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue			
PROJECTED Program Expenditures*	Fall	Fall	Fall
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)	No new faculty needed		
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures			

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: **https://www.easternct.edu/communication/index.html**

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   4 years

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

https://www.easternct.edu/fiscal-affairs/bursar-cashier.html

https://www.easternct.edu/fiscal-affairs/university-budget-committee/tuition-and-fees-2023-2024-with-meal-plan.june.pdf

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

The Communication, Film and Theatre Program prepares students for careers in the ever-evolving landscape of media and performance. The curriculum combines theoretical and practical applications of creative media and broadcast communication, storytelling, and the performing arts, ranging from live theatre to digital and emerging media platforms. Students select one of four concentrations in which they apply theory to practice and develop aptitude and skills through

multiple experiential learning opportunities focused on critical, collaborative, and creative problem-solving. Courses across the CFT curriculum, from core and concentration requirements to electives and practical experiences and internships, prepare students for post-graduate study or professional careers. Faculty mentorship also fosters students' understanding of cultural and global complexities and the responsibility of media and performance content creators to sustain and promote a just and equitable society. The Communication, Film, and Theatre major is comprised of 42 credits. Students take a Core curriculum of 18 credits and an additional 24 credits in one of four concentrations: (1) Design, Technology, and Performance Media, (2) Filmmaking and Video Production, (3) Multimedia Journalism: News & Sports, and (4) Performance: Acting, Choreography, and Playwriting.

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):

There are a variety of entry level career options available to graduates of the proposed modified program. These are indicated below along with BLS median annual wage (as of 2022)for each profession. In many of the professions, Connecticut has some of the highest median earnings.

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

Job Category	BLS Median Annual Wage
27-4031 Camera Operators (Television, Video, and Motion Picture)	$ 68,710
27-4032 Film and Video Editors	$ 63,000
27-4011 Audio and Video Technicians	$ 52,290
27-3041 Technical Writers	$ 91,640
27-3043 Writers and Authors	$ 69,720
27-2012 Producers and Directors	$ 87,810
27-4099 Media and Communication Equipment Workers	$ 67,420
27-1027 Set and Exhibit Designers	$ 50,030
27-4021 Photographers	$ 47,560

Applicable Industries

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

5121 – Motion Picture and Video Industries

5122 – Sound Recording Industries

513 – Publishing Industries

516 – Broadcasting and Content Providers

5161 – Radio and Television Broadcasting

517 – Telecommunications

7111 – Performing Arts Companies

7113 – Promoters of Performing Arts, Sports, and Similar Events

7114 – Agents and Managers for Artists, Athletes, Entertainers, and Other Public Figures

7115 – Independent Artists, Writers, and Performers

712 – Museums, Historical Sites, and Similar Institutions

713 – Amusement, Gambling, and Recreation Industries

*APPLICATION FOR **MODIFICATION OF AN ACCREDITED PROGRAM***

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): Kristen Morgan, morgank@easternct.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5 (depending on demand)

Admissions Requirements

What are the admissions requirements for the program?

Same as that for Eastern.

Graduation Requirements

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

If yes, describe: All students will be required to complete a writing intensive capstone course. All students in the major must maintain a GPA of 2.0 or higher to graduate.

Program Work Experiences

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

Note: While an internship is not required for graduation, it is strongly encouraged for all students in the program.

If yes, describe and attach copies of the contracts or other documents ensuring program support:

Prospective Students

Describe the prospective students for the program:

The Communication, Film and Theatre program is likely to attract creative, hands-on learners who are passionate about storytelling, eager to explore diverse media, and focused on building practical skills for careers in the evolving landscape of the entertainment industry. Students drawn to this program are likely curious about and eager to explore content creation in multiple creative mediums in the overlapping areas of film, television, and live performance. The hands-on, high impact nature of the classes will appeal to prospective students who want the chance to gain real-world technical competencies needed to launch careers after graduation. Students who value collaboration and want to use their skills to make a positive impact would be drawn to this program, which emphasizes connections with diverse communities across the state. Driven students with clear career aspirations in these industries would find the program's professional preparation valuable.

Communication, Film, and Theatre B.A. Degree Program
Communication, Film, and Theatre Department
Catalog Description

The Communication, Film and Theatre Program prepares students for careers in the ever-evolving landscape of media and performance. The curriculum combines theoretical and practical applications of creative media and broadcast communication, storytelling, and the performing arts, ranging from live theatre to digital and emerging media platforms. Students select one of four concentrations in which they apply theory to practice and develop aptitude and skills through multiple experiential learning opportunities focused on critical, collaborative, and creative problem-solving. Courses across the CFT curriculum, from core and concentration requirements to electives and practical experiences and internships, prepare students for post-graduate study or professional careers. Faculty mentorship also fosters students' understanding of cultural and global complexities and the responsibility of media and performance content creators to sustain and promote a just and equitable society.

The Communication, Film, and Theatre major is comprised of 42 credits. Students take a Core curriculum of 18 credits and an additional 24 credits in one of four concentrations: (1) Design, Technology, and Performance Media, (2) Filmmaking and Video Production, (3) Multimedia Journalism: News & Sports, and (4) Performance: Acting, Choreography, and Playwriting.

Core Requirements (18 credits)
- CFT 100 Performance Media Collaborations – 3 credits
- CFT 101 Entertainment Industry Employability – 1 credit
- Choose one:
    THE 265 World Performance & Culture – 4 credits
    or
    CFT 205 Media Writing – 4 credits
- Choose one:
    COM 230 Public Speaking – 3 credits
    or
    THE 174 The Actor's Voice – 3 credits
- COM/FLM 220 Video & Film Production – 3 credits
- CFT 401 Career Preparation – 1 credit
- Choose one capstone:
    THE 474 Experimental Theatre – 3 credits
    FLM 440 Film & Video for Clients – 3 credits
    FLM 441 ECSU Film Project – 3 credits

Design, Technology, and Performance Media Concentration (24 credits)
- **Foundational (3 cr)**
    - THE 176 Fundamentals of Theatre Design
- **Disciplinary Pathway (3 cr)**
    - THE 275 Technical Theatre
    or
    - THE 278 Introduction to Costume Technology
- **Practica (3 cr)**

- THE 225, 226, 227, or 392
- **Level 3 WI (3 cr)**
  - THE 351 Adaptation/Media/Performance
  - or
  - THE 364 Performance in America
- **Electives (Choose 4)**
  THE 276 Scenic Design – 3 credits
  THE 277 Computer Aided Design (CAD) – 3 credits
  THE 279 Costume History – 3 credits
  THE 280 Theatre Lighting Design & Technology – 3 credits
  THE 281 Theatre Sound Design & Technology – 3 credits
  THE 282 Scene Painting – 3 credits
  THE 283 Sound Art – 3 credits
  THE 285 Projection Technology & Design – 3 credits
  THE 288 Stage Makeup – 3 credits
  THE 345 Programming for Interactive Design – 3 credits
  THE/FLM 355 Art Direction for Film – 3 credits
  THE 366 Stage Management – 3 credits
  THE 368 Surface Design on Fabric – 3 credits
  THE 378 Costume Design – 3 credits
  THE 379 Pattern Making – 3 credits
  THE 385 Immersive Performance Design – 3 credits
  THE 476 Theatre on Tour: Prague Quadrennial – 3 credits

Film and Video Production Concentration (24 credits)

- **Practica (3 cr)**
  - COM 490 Internship
  - or
  - CFT 410 Communication and Media Careers
- **Level 3 WI (3 cr)**
  - THE 351 Adaptation/Media/Performance
  - or
  - COM 305 Media Law and Ethics
- **Foundational (18 cr)**
  - COM 120 TV News and Sports: Live Studio and Field Production
  - COM 245 Applied Audio Production: Content Creation
  - COM 345 Documentary Production
  - COM 357 Scriptwriting
  - COM 380 Dramatic Video and Film Production
  - FLM 230 Video and Film Editing

Multimedia Journalism: News and Sports Concentration (24 credits)
- **Practica (3 cr)**
  - COM 490 Internship
  - or
  - CFT 410 Communication and Media Careers

- **Level 3 WI (3 cr)**
    - COM 305 Media Law and Ethics
- **Required Courses**

    COM 120 TV News and Sports: Live Studio and Field Production – 3 credits

    COM 210 Photojournalism – 3 credits

    COM 245 Applied Audio Production: Content Creation – 3 credits

    COM 285 Sports Video: Storytelling & Content Creation– 3 credits

    COM 352 Emergent Media Reporting – 3 credits

    COM 425 TV News & Sports Packaging: the Multi-Media Journalist– 3 credits

<u>Performance: Acting, Choreography, and Playwriting Concentration (24 credits)</u>
- **Foundational (9 cr)**
    - THE 171 Improvisation and Physical Theatre
    - THE 172 Acting I for Majors
    - THE 299 Diversity in Performance
- **Practica (3 cr)**
    - THE 227 Design/Technology Practicum (at least 1 credit)
    - THE 228 Performance Practicum
- **Level 3 WI (3 cr)**
    - THE 351 Adaptation/Media/Performance

    or

    - THE 364 Performance in America
- **Electives (choose 3)**

    DNC 240/241 West African Dance I/II – 3 credits

    DNC 251 Ballet – 3 credits

    DNC 253/254 Modern Dance I/II – 3 credits

    THE 174 The Actor's Voice – 3 credits

    THE 269 Asian Theatre – 3 credits

    THE 270 Directing I – 3 credits

    THE 271 Directing II – 3 credits

    THE 273 Acting II – 3 credits

    THE 308 Playwriting – 3 credits

    THE 372 Acting III: Period Styles – 3 credits

    THE 377 Advanced Movement for Actors – 3 credits

    THE 393 Stage Combat – 3 credits

    THE 471 On-Camera Acting – 3 credits

    THE 472 Auditioning for Stage & Screen – 3 credits

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuation of Two Existing Programs
at Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate programs at Eastern Connecticut State University effective Spring 2027:

Bachelor of Science – Communications	CIP Code 090100	OHE# 02389
Bachelor of Arts – New Media Studies	CIP Code 090702	OHE# 17672

A True Copy:

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

ITEM

Discontinuation of the following undergraduate programs at Eastern Connecticut State University effective Spring 2027:

- Bachelor of Science – Communications   CIP Code 090100   OHE# 02389
- Bachelor of Arts – New Media Studies   CIP Code 090702   OHE# 17672

RATIONALE:

The Communication and Theatre departments were merged, at the request of the constituent faculty, to create a department of Communication, Film, and Theatre. Three faculty from the Communication department requested and were moved to the Business Administration department, along with curriculum related to marketing. The New Media Studies major was designed as an interdisciplinary major across five academic departments and two schools. Since its inception, the program faced challenges with curricular design, faculty availability, and cross-department coordination.

This reorganization was done to address extensive curricular overlaps across several departments, declining enrollments in the Communication and Theatre majors, a shift in the focus of the Theatre industry post-pandemic, and a need to leverage faculty and other resources more effectively. Academic program review discussions resulted in the decision of the faculty to combine the relevant curricula from Communication (media production and multimedia journalism) with that from Film and Theatre and Performance Media to develop a Communication, Film, and Theatre major.

The Theatre and Performance Media major is being modified into the Communication, Film, and Theatre major, with concentrations in Design, Technology, and Performance Media; Filmmaking and Video Production; Multimedia Journalism: News & Sports; and Performance: Acting, Choreography, and Playwriting. Consequently, the Communication major is being discontinued.

In order to streamline the curriculum to reflect student needs, employer demands, and constrained institutional resources, the Theater and Performance Media curriculum is being modified to offer a single Communication, Film, and Theatre major. The modified program is better aligned with Eastern's faculty expertise and will provide students interested in the area of media studies with an updated and flexible curriculum. Discontinuing the New Media Studies major will allow Eastern to redirect faculty resources to support and strengthen the modified Communication, Film, and Theatre program and grow enrollment in the new department.

TEACHOUT STRATEGY:

Students currently enrolled in the Communications or the New Media Studies major are being guided toward graduation through faculty advisement. Faculty advisors and program coordinators will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. Program modifications in the Communication, Film, and Theatre and Business Administration departments will allow for sufficient substitutable courses.

RECOMMENDATION

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

5/3/2024 – BOR - Academic and Student Affairs Committee
5/23/2024 – 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: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

Program Characteristics

Name of Program: **Communication**

BOR Accreditation Date: **05/19/1987**

OHE #: **02389**

<u>CIP Code Number</u>: **090100**   Title of CIP Code: **Communication, General**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS**

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: **Spring 2027**

Expected Dates of Program Termination

- Date for final enrollment of new students: **Spring 2024**
- Date for final award of credential: **Spring 2027**

Department where program is housed: **Communication** (now Communication, Film, and Theatre).

Location Offering the Program *(e.g., main campus)*: **Main Campus**

Institutional Contact for this Proposal: William Salka	Title: Provost	Tel.: 860 465 5246 e-mail: salkaw@easternt.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 Communication and Theatre departments were merged, at the request of the constituent faculty, to create a department of Communication, Film, and Theatre. Three faculty from the Communication department requested and were moved to the Business Administration department, along with curriculum related to marketing.

This reorganization was done to address extensive curricular overlaps across several departments, declining enrollments in the Communication and Theatre majors, a shift in the focus of the Theatre industry post-pandemic, and a need to leverage faculty and other resources more effectively. Academic program review discussions resulted in the decision of the faculty to combine the relevant curricula from Communication (media production and multimedia journalism) with that from Film and Theatre and Performance Media to develop a Communication, Film, and Theatre major.

The Theatre and Performance Media major is being modified into the Communication, Film, and Theatre major, with concentrations in Design, Technology, and Performance Media; Filmmaking and Video Production; Multimedia Journalism: News & Sports; and Performance: Acting, Choreography, and Playwriting. Consequently, the Communication major is being discontinued.

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.)

Students currently enrolled in the Communication major are being guided toward graduation through faculty advisement. Faculty advisors will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. Program modifications in the Communication, Film, and Theatre and Business Administration departments will allow for sufficient substitutable courses.

SECTION 3: RESOURCES

Close Out Costs

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

No specific resources are required for program discontinuation. There is no cost associated with this discontinuation.

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.

The Communication major saw significant decreases in enrollment as the industry evolved and the curriculum did not evolve rapidly enough to keep track with changing student interests and employer needs. The curriculum had numerous concentrations, some duplicating other disciplines, and a large number of electives that raised staffing and scheduling challenges. The majority of students chose the "generalist" concentration or no concentration. The program also saw faculty retirements, reducing capacity in many areas.

Because of the breadth of the program, and the divergent faculty areas of interest and expertise, the program was unable to agree on any significant or major updates. Given the overlapping curriculum in the program with Theatre and Business Administration, some faculty from the Communication department requested to join the Business Administration department and content relating to marketing (advertising, social media, public relations) was moved over with them. Theatre faculty requested to leave the Performing Arts department and join the remaining Communication faculty to establish the Communication, Film, and Theatre department, retaining applied media production and multimedia journalism in the new department.

This reconfiguration has allowed faculty expertise to be leveraged for the creation of a unique major in Communication, Film, and Theatre. This has also resulted in removing curricular redundancies across three academic departments. A lesson learned from this exercise is to look for overlaps across programs to find innovative ways of utilizing existing resources in response to enrollment challenges. The newly modified program and the new department are now also better situated to address the needs of our students and to attract new students with a unique and exciting curriculum.

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

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM**

SECTION 1: GENERAL INFORMATION

Institution: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

Program Characteristics

Name of Program: **New Media Studies**

BOR Accreditation Date: **6/18/2014**

OHE #: **17672**

CIP Code Number: **090702**   Title of CIP Code: **Digital Communication and Media/Multimedia**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BA**

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: **Spring 2027**

Expected Dates of Program Termination

- Date for final enrollment of new students: **Spring 2024**
- Date for final award of credential: **Spring 2027**

Department where program is housed: **Communication** (now Communication, Film, and Theatre).

Location Offering the Program *(e.g., main campus)*: **Main Campus**

Institutional Contact for this Proposal: William Salka	Title: Provost	Tel.: 860 465 5246 e-mail: salkaw@easternt.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 New Media Studies major was designed as an interdisciplinary major across five academic departments and two schools. Since its inception, the program faced challenges with curricular design, faculty availability, and cross-department coordination. In Spring 2023, the full-time faculty in the Theatre and Performance Media program requested to leave the Performing Arts Department and join the Communication Department, thus creating the department of Communication, Film, and Theatre. Both programs had seen enrollment declines and had overlapping curricula, including in the New Media Studies major. In order to streamline the curriculum to reflect student needs, employer demands, and constrained institutional resources, the Theater and Performance Media curriculum is being modified to offer a single Communication, Film, and Theatre major. The modified program is better aligned with Eastern's faculty expertise and will provide students interested in the area of media studies with an updated and flexible curriculum. Discontinuing the New Media Studies major will allow Eastern to redirect faculty resources to support and strengthen the modified Communication, Film, and Theatre program and grow enrollment in the new department.

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.)

Students currently enrolled in the New Media Studies major are being guided toward graduation through faculty advisement. The program coordinator will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. The program coordinator will remain in contact with contributing departments for consultation on any issues throughout the phase out stage.

SECTION 3: RESOURCES

Close Out Costs

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

No specific resources are required for program discontinuation. Faculty teaching in this interdisciplinary program are housed in their home departments. There is no cost associated with this discontinuation.

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.

(a) The circumstances surrounding New Media Studies' discontinuation revolve largely around an inability to get five different contributing departments to agree on both workload and curricular change. The major was created in a hurried fashion, with a mix of classes and methods that never fully meshed together into a coherent vision. Students repeatedly noted their frustration in how the major often felt disjointed as they progressed. Attempts were made to correct this disjointed experience, as well as create a more evenly distributed flow of advising and workload. However, without a chair or specific authority in place to demand faculty work (or consequences for not completing it), the program coordinators were often left to repeatedly request certain actions from contributing departments with no genuine cost to them if the requested actions were never completed. Similarly, with no established bylaws for voting, it became increasingly difficult for determining how suggested changes to the major would be approved – in numerous cases, one department out of five could choose to not approve a given idea and eliminate the possibility of adapting to student needs in a timely fashion.

(b) The program, via its dual co-coordinators at the time, held numerous meetings and developed at least five different curricular structures to better meet student needs. Some of these meetings were attended by institutional authorities, including the provost and dean. What emerged from these meetings was the inevitable conflict between certain contributing faculty on how student enrollment was counted, how classes were designed, and how the major would develop in the future. None of the curricular structures could be agreed upon as a new model; this was amplified by the impact of COVID and the departure of multiple faculty due to retirement and other issues. These factors, in part, contributed to the creation of the new Communication, Film, and Theater department.

(c) Inaction was often due to the inability to demand either compliance or sufficient preparation for group meetings. A curricular model would be sent to all contributing departments in advance of a meeting, only for multiple faculty to have not read or consulted it. Due to

this, faculty would request additional time to take the model back to their home departments for feedback. Often times, this also would not happen, and sustained gridlock would occur. Despite the best efforts of multiple contributing members of the major, a lack of oversight and shared curricular vision meant that much of the labor behind the program would inevitably grind to a standstill.

(d) Given the way that authority flows within the existing institutional structures and as defined by the faculty contract, some lessons from the New Media Studies that can benefit other departments and majors are as follows:

- If the major or program is to be interdisciplinary and shared between departments, ensure there is a coherent, understood goal and purpose behind both the program and the courses contributing to it. Having shared approaches, goals, and purposes for all contributing classes will positively impact the ability to assess programmatic outcomes, as well as create a more stable and consistent student experience.

- If possible, having a single department house and staff a major ensures accountability, effective scheduling, the ability to assess goals, and the opportunity to hire & assign faculty in a more direct fashion. This feels increasingly important given the likely ongoing emphasis on austerity, adaptability, and ensuring programmatic outcomes are achievable. The university cannot afford to have new curricular measures not succeed due to an inability for multiple departments to come together.

- Department and program level guidelines should exist around program administration, roles and responsibilities of program coordinators, and expectations from participating faculty/departments in interdisciplinary programs.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuation of an Existing Program
at Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Labor Relations and Human Resources Management program leading to a Bachelor of Science degree at Eastern Connecticut State University effective Spring 2027:

A True Copy:

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

ITEM

Discontinuation of the Labor Relations and Human Resources Management program leading to a Bachelor of Science degree at Eastern Connecticut State University effective Spring 2027:

RATIONALE:

The Labor and Human Resource Management major was designed as an interdisciplinary major across three academic departments and two schools. The program saw strong initial enrollment as it was designed to take advantage of the NEBHE rates to attract students from surrounding states. Once the incentive was no longer applicable, the program saw steady decline.

As a result, Eastern has decided to take proactive measures to better serve students by discontinuing the major and offering a more tailored option in the form of a Human Resources Management minor. This change will not only optimize our resources but also provide a more focused learning experience for our students. Additionally, employer demand for human resource generalists with undergraduate degrees is increasing. The minor is better suited for students from a variety of disciplines to add key competencies that can assist in their workforce readiness. The goal is to ensure that Eastern students receive the best possible education and are equipped with the skills and knowledge needed to succeed in their future career paths.

TEACHOUT STRATEGY:

Students currently enrolled in the major are being guided toward graduation through faculty advisement. The program coordinator will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. The program coordinator will remain in contact with contributing departments for consultation on any issues throughout the phase out stage.

RECOMMENDATION

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

5/3/2024 – BOR - Academic and Student Affairs Committee
5/23/2024 – 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: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: **3/19/2024** Submission to CSCU Office of the Provost for Academic Council:

Program Characteristics

Name of Program: **Labor Relations and Human Resource Management**
BOR Accreditation Date: **05/17/2012**
OHE #: **14839**
CIP Code Number: **521004**   Title of CIP Code: **Labor Studies**
Program Type *(include degree or certificate type, abbreviation, and 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
Locality of Program: ☒ On Campus   ☐ Off Campus   ☐ Both

Phase Out / Teach Out Period: **Spring 2027**
Expected Dates of Program Termination
- Date for final enrollment of new students: **Spring 2024**
- Date for final award of credential: **Spring 2027**

Department where program is housed: **Economics**
Location Offering the Program *(e.g., main campus)*: **Main Campus**

Institutional Contact for this Proposal: Dr. William Salka	Title: Provost	Tel.: 860-465-5246 e-mail: salkaw@easternct.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 Labor and Human Resource Management major was designed as an interdisciplinary major across three academic departments and two schools. While the program saw strong initial enrollment initially as it was designed to take advantage of the NEBHE rates to attract students from surrounding states, once the incentive was no longer applicable the program saw steady decline.

We have been paying close attention to our students' needs and noticed a decline in the demand for the major over the past few years. As a result, we have decided to take proactive measures to better serve our students by discontinuing the major and offering a more tailored option in the form of a Human Resources Management minor. This change will not only optimize our resources but also provide a more focused learning experience for our students. Additionally, employer demand for human resource generalists with undergraduate degrees is increasing. The minor is better suited for students from a variety of disciplines to add key competencies that can assist in their workforce readiness. Our goal is to ensure that our students receive the best possible education and are equipped with the skills and knowledge needed to succeed in their future career paths.

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.)

Students currently enrolled in the major are being guided toward graduation through faculty advisement. The program coordinator will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. The program coordinator will remain in contact with contributing departments for consultation on any issues throughout the phase out stage.

SECTION 3: RESOURCES

Close Out Costs

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

No specific resources are required for program discontinuation. Faculty teaching in this interdisciplinary program are housed in their home departments. There is no cost associated with this discontinuation.

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.

Program discontinuation was precipitated by declining enrollment across several years and the need to provide an attractive alternative for students interested in the field/occupations and in response to changing industry needs. The interdisciplinary program was led by a program coordinator who rotated between three academic departments and two schools. This created continuity issues and an inability to systematically devote resources to growing the program sustainably. Most universities offer a labor and human resource management specialization at the graduate level and the program is not popular at the undergraduate level. Additionally, the program used to enjoy NEBHE's tuition break at its inception which helped it attract students from neighboring states. However, it has lost this competitive edge over time, which has resulted in a decline in its enrollment. Similar interdisciplinary programs should take into consideration the importance of program structure, resources, and support critical to growing enrollment in such programs.

Faculty also determined that students are more likely to choose a minor in this field to complement their major field of study as the newly created minor will focus on key knowledge and competencies in demand by employers. An important lesson here is in how the faculty are responding proactively to address student and employer needs with existing institutional resources.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Acceptance of Selectees for Board of Regents Faculty Awards

May 24, 2024

RESOLVED that the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2023 - 2024 academic year, and

RESOLVED that the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2023 - 2024 academic year.

A True Copy:

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

ITEM
Acceptance of the Board of Regents Faculty Awards

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

PROCESS
For the 2023 - 2024 academic year, per the guidelines approved by the Board; the Connecticut State
Colleges and Universities have submitted nominations within the five award categories for the
Board's consideration.

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

BOARD OF REGENTS

FACULTY AWARDS
2023-2024 Academic Year

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

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

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

Teaching Awards[1&2]
(Connecticut State Universities)

Teaching Awards[1&2]
(Connecticut Community College)

Research Awards[1&2]
(Connecticut State Universities)

Scholarly Excellence Awards[1&2]
(Connecticut Community College)

Adjunct Faculty Teaching Awards[3]

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

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards
(Connecticut State Universities)

Institution	Campus Nominee	Faculty Rank / Discipline
Eastern	Dr. Manuel Otero	Assistant Professor / English
Southern	Dr. Zara Waldman DeLuca	Assistant Professor / Communication Disorders
Western	Dr. Eileen Campbell	Associate Professor / Nursing

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

System's Teaching Award
(Connecticut State Universities)

Dr. Zara Waldman DeLuca
Southern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards
(Connecticut Community College)

Institution	Campus Nominee	Faculty Rank / Discipline
Gateway	Mr. Peter Bonadies	Assistant Professor / Arts and Humanities
Middlesex	Mrs. Elaine Ippolito	Assistant Professor / HIM-Health Careers

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

System's Teaching Award
(Connecticut Community College)

Mr. Peter Bonadies
CTState - Gateway

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

Institution	**Campus Nominee**	**Faculty Rank / Discipline**
Central	Dr. John Protzko	Assistant Professor / Psychological Science
Eastern	Dr. Kwangwon Lee	Assistant Professor / English
Southern	Dr. Anuli Njoku	Associate Professor / Public Health

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

System's Research Award

Dr. Kwangwon Lee
Eastern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Award

Institution	**Campus Nominee**	**Faculty Rank / Discipline**
Norwalk	Dr. Rachel Jasiczek	Associate Professor / English

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

System's Scholarly Excellence Award

Dr. Rachel Jasiczek
CTState - Norwalk

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Wendy Bradley
CTState – Quinebaug Valley

Dr. David Ballena
Eastern Connecticut State University

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

Institution	**Campus Nominee**	**Faculty Rank / Discipline**
CTState-Middlesex	Mr. Cesar Llontop	Adjunct Faculty / Mathematics
CTState-Three Rivers	Ms. Maria Belval	Adjunct Instructor/Program Leader / Human Services
Western CT State University	Dr. Jeanette Moore	Adjunct Professor / Education & Educational Psychology

BOARD OF REGENTS

FACULTY AWARDS

Selection Committees

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

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

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

The members of the various Selection Committees were:

Dr. Charles Baraw Southern Connecticut State University	Dr. Todd Barry CTState-Three Rivers	Mr. Robert Brown CTState-Asnuntuck
Dr. Neeta Connally Western Connecticut State University	Dr. Kelli Custer Western Connecticut State University	Mr. Joshua Hummel CTState-Capital
Mrs. Sarah Leone CTState-Middlesex	Ms. Sabrina Marques Western Connecticut State University	Ms. Yumi McCarthy CTState-Norwalk
Ms. Jean Robinson Western Connecticut State University	Ms. Sarah Roe Southern Connecticut State University	Mr. Rahul Singhal Central Connecticut State University
Ms. Shelly Stoehr-McCarthy Southern Connecticut State University	Mr. Richard Zipoli Southern Connecticut State University	

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the funding
recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for
the 2024 - 2025 program year.

A True Copy:

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

ITEM
CSU-AAUP Faculty Research Grants.

BACKGROUND
Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE
The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

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

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

CCSU 2024 Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
Abbas, Syed	Addressing Blue Light-Induced Anxiety in Crayfish: Exploring the Efficacy of Serotonin Antagonists	$5,000.00
Allen, Trevor	The Far Right and the Left Behind: West European Populism after the Crash	$5,000.00
Amaya, Luz Broderick, David	Integration of Different Designs for a Final Version Vertical Axis Wind Turbine	$10,000.00
Austin, Elizabeth	Rhetoric and Disability	$5,000.00
Barmon, Christina	Redefining the Essential: Care Work and Unionization	$2,500.00
Bartone, Michael	LGBTQ2S+ Educators' Navigations Through Societal Sexual and Gendered Norms, Heteronormative Schools, and Society: Oral History Archives of LGBTQ2S+ Educators	$5,000.00
Bloomer, Peggy	Oak Street Remembered/Re-Envisioned	$5,000.00
Bragg, Caleb	Development of One NACE Competency Training Module using Control Theory: A Pilot Study	$2,500.00
Bray, Alicia	Identifying the Beetles (Coleoptera: Carabidae) of Connecticut's Trap Rocks: Contextualizing Insect Communities through a Habitat Framework	$5,000.00
Chae, Myungjin Choi, Jiyong	Automated Condition Assessment of Highway Sign Support Systems using Optical Sensor and 3D Scanner	$10,000.00
Chakraborty, Sourav	Characterization of Water-Soluble Vitamins from Four Species of Jaltomata Fruits	$5,000.00
Chase, Daniel	Determining Dopamine Receptor Expression in C. Elegans Amphid Neurons	$5,000.00
Chen, Jason	Does Artificial Intelligence Affect Recruiting Preferences of Accounting Firms?	$5,000.00
Choi, Jiyong Chae, Myungjin	Highway Safety Performance Measures and Target Settings Using Advanced Data Analytics	$10,000.00
Cistulli, Mark Snyder, Jason	Podcast Advertising for Online Education: An Exploratory Study of Attitudes, Behavioral Intention, and Behavior	$5,000.00
Cohen, Diana	Iron Moms: Toward an Endurance Sport Identity	$4,949.00

Crundwell, Guy	Using Sonogashira Coupling Reaction to Create Asymetric Diaryl Diketones- A Synthetic Pathway to Asymmetric 2,3-diarylquinoxalines	$4,269.00
Davis, Michael	Effects of Selective Serotonin Uptake Inhibitors on Bacteriophage Therapy for the Skin Disease Acne	$4,964.00
Dehigaspitiya, Dilani	Synthesis and Biological Evaluation of Multivalent Glyco-Peptoid Inhibitors Against Bacterial Adhesion	$5,000.00
Dobbes-McAuliffe, Betsy	Assessing Cardiac Function in Zebrafish Embryos Exposed to Nanoplastics	$3,950.00
Dowling, Robert	A Place in Time: The Life and Work of Sam Shepard	$5,000.00
Dunne, Robert	Continued Research and Revision Work on a Screenplay Adaptation of Walden	$1,250.00
Efremoff, Ted	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	$5,000.00
Evans, Mark	Structural and Fluid History of the Lackawanna Sunclinorium in the Appalachian Fold-and-Thrust Belt of Eastern Pennsylvania	$2,425.00
Evans Zalewski, Sarah Shell, Ken	Examining the Interplay: Exploring the Correlation Between School Counselor and Administrator Burnout in Educational Settings	$9,250.00
Fallahi, Carolyn	Resiliency of Lesbian, Gay, and Bisexual Individuals when Faced with Adversity in a Hostile Climate	$4,500.00
Farhat, Joseph	CSR and Debt Cost: Exploring the Financial Benefits of Corporate Social Responsibility (CSR)	$4,500.00
Garbovskiy, Yuriy	Uncovering Nanoparticle-Induced Ionic and Nonlinear-Optical Effects in Liquid Crystals	$5,000.00
Garceau, Timothy	The Diffusion of Modern Roundabouts in the New England Region	$3,460.00
Gichiru, Pauline Wangari	Critical Democratic Citizenship in Ethnically Diverse Spaces: A Qualitative Study of Pre-Service Teachers' Political Attitudes and Voting Habits in General Elections in Kenya	$2,500.00
Gilmore, Susan	"Language of the Unheard": Riot on the American Cultural Stage	$2,500.00
Goh, Tan Leng Leong, Chee Hoi	The Effects of the "Fit and Healthy" Program on Students' Physical Activity, Fitness Levels, and Dietary Habits	$10,000.00
Gotchev, Ivan	Strengthening of de Groot's and Spadaro's Inequalities for Urysohn Spaces	$5,000.00

Greenwell, Amanda	Jesse Jackson and the Landscape of the Twentieth Century Juvenile Book Publishing for Authors of Color	$2,000.00
Hadjesfandiari, Alirez	Flexoelectricity in Micro/Nano Beam and Plate Structures	$5,000.00
Hammad, Khaled	The Impact of Inflow Inertia on the Evolution Characteristics of Submerged Annular Viscoplastic Jets	$5,000.00
Hapeman, Paul	Camera Surveys in the Green Mountain National Forest to Assess Connectivity Between Two American Marten Populations	$5,000.00
Hartwig, Heidi	Conversion in Evelyn Waugh's Life and Work	$5,000.00
Hassan, Md Rafiul Rahman, Mohammad	Deep Learning-Based Automatic Segmentation of Malignant Prostate Cancer Tissue in Ultrasound Images	$4,800.00
Heck, Brad	Storage Solution for Untitled Asylum Seekers Project- Documentary	$2,800.00
Hoopengardner, Barry	RNA Editing in Theraphosid Spiders: Tarantulas as a Model System of Tissue-Specific RNA Editing	$4,500.00
Jackson, Mark	Comparison of Blue Light Sensitive Intrinsically Photosensitive Retinal Ganglion Cells (ipRGCs) in Blind and Wildtype Mice	$5,000.00
Jarrett, Jeremiah	Examination of Epibionts Associated with the Sea Cucumbers Holothuria Mexicana and H. Floridana.	$4,500.00
Johnson, Steven	Approaches at Full Density Sinter Processing of Aluminum and Magnesium Alloy Powders	$5,000.00
Khurana, Parul	Sowing a Seed: Nurturing Plant Awareness and Interest in a General Education Course for Nonmajors	$5,000.00
King, Thomas R.	Is a partial duplication of *Axin2* the genetic basis of the *Bolt* mouse variant?	$5,000.00
Koulidobrova, Elena "Helen"	Description of the Sign Language of Ecuador (LSEc): Pilot from the Existing Dataset on COVID	$5,000.00
Kraczkowski, Michelle	Sex Determination of Sturgeon in the Connecticut River	$5,000.00
Kurkovsky, Stan	Lessons Learned from a Decade of Running CCSU Software Engineering Studio: Project Challenges and Risks	$2,25.00
Lee, Namhun Lee, Wonil	Transforming Construction Safety Training: A Virtual Reality-Based Serious Game Approach	$9,934.00
Meng, Yunliang	Diabetes Death Rates and County Subdivision Level Contextual Characteristics: A Connecticut Case Study	$3,000.00

Mione, Thomas	You Say Tomato, I Say Jaltomata	$1,800.00
Mitrano, John	Assessing the Role of Heritage Tourism Programs in Strengthening Ethnic Identity Among Youth: A Case Study	$4,946.00
Mulcahy, Cara	Critically Engaged and Culturally Compassionate Learning: An Instructional Framework	$5,000.00
Namdari, Alireza	Deploying Internet of Things in Green Supply Chain with Applications in Dental Equipment Industry	$1,250.00
Naoumov, Viatcheslav	Study of Combustion of Papaffine-Based Fuels in the Extended Range of the Equivalence Ratios using Upgraded Hybrid Propellant Rocket Engine Test Apparatus: Combustion of Paraffin Enriched with Aluminum Powder	$5,000.00
Nigro, Lisa	The Utilization of Third Generation Sequencing Technology to Investigate the Elusive Microbiome of Commercially Important Bivalve Species	$5,000.00
Oyewumi, Oluyinka	Source Apportionment and Risk Assessment of Heavy Metals in Wethersfield Cove, Wethersfield, Connecticut	$5,000.00
Park, Sangho	On-Board Intelligence for Internet of Things (IoT) Devices	$4,998.00
Pope, Cynthia	The Gendered Impacts of COVID-19 in Havana and Matanzas, Cuba	$5,000.00
Potter, Christopher	Production and Testing of HOXC13 Expression Vector Plasmids for Studying HOX Transcriptional Regulation in Hair	$5,000.00
Pozorski, Aimee	Travel to the German Literature Archive to Study Auerbach's Influence on Phillip Roth	$3,362.00
Protzko, John	How long do our Interventions Last?	$4,800.00
Rahman, Mohammad	A Hybrid Framework of Design of Experiment Integrated with Lean Six Sigma	$2,300.00
Ruane, Sinead	Labor Pains: Exploring the Difficult Rebirth of Union Organizing in the United States	$3,500.00
Saha, Krishna	Estimating the Embryotoxic and Developmental Toxic Effects Simultaneously in Reproductive and Developmental Toxicity Experiments	$5,000.00
Scoggins, Misty	Is Academic Quality and Wellness Just a DREEM for Nurse Anesthesia Residents?	$5,000.00

Sharma, Nimmi	Laser Radar Instrument Development for Atmospheric Pollution and Climate Studies	$5,000.00
Shell, Ken Melendez-Rhodes, Tatiana	Perspectives of Black and Latinx Men Entering the Counseling and Marriage and Family Therapy Profession: A Q Methodology Study	$6,296.00
Sianez, David	Autonomous Boat Design and Development	$2,500.00
Singh, Gurbakhshash	Comparing Estimates of Odds Ratios and Risk Ratios through Log-Binomial and Logistic Regression	$5,000.00
Singhal, Rahul LeMaire, Peter	Effect of Temperature on Electrochemical Performances of Naturally Occurring Manganese Oxide	$10,000.00
Smith, Jessica	Determining the Periplasmic C-Type Cytochrome(s) Essential for Fe(III) Oxide Reduction by Geobacter Sulferreducens Strain JIB	$5,000.00
Soper, Carolyne Schnobrich-Davis, Julie	Measuring Student Engagement in High Impact Practices	$8,121.00
Spillman, Deborah	Victorian Waste and Recycling	$5,000.00
Tyson, Cornelius	Assessing and Promoting Landcare Water Conservation Efforts in the South Pacific	$5,000.00
Wei, Fu-Shang (John)	Flight Test of CCSU Virtual Reality Helicopter Simulator	$5,000.00
Werblow, Jacob	Education for Transformation: Research and Teaching at the Universid	$5,000.00
Westcott, Barry	Molecular Structure of Lanthanide Coplexes with a Novel Dioxime	$5,000.00
Wizevich, Michael	Hartley Ferrar and the Antarctic Discovery Expedition- Geologist in the Heroic Age	$4,436.00
Zalewski, Leanne	Fantasy Figures: Images of Dancers in The Arabian Nights, 1820-1930	$4,592.00
Zhou, Bin	The Impacts of a STEM Outreach Program Over Time	$4,050.00
Zlatareva, Neli	Enhancing the Access to SPARQL Endpoints Using Information Extraction and Large Language Models	$4,500.00
Total $405,752.00		
Funding Available $394,770.00		
Carry Over $92,679.00		

ECSU 2024__ Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
	FAH	
Michelle Bacholle	International Presentations on Nobel Prize Winner Annie Ernaux	$4,000
Thomas Balcerski	"The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden"	$4,000
Brian Day	Documentary Film and Theatre Main Stage Production – The Ocoee Election Massacre Project	$5,000
Daniel Donaghy	Rowhome in Flickering Light: a collection of original poems	$5,000
Maeve Doyle	Queer Approaches to Medieval Art: Assembling Transgender Sanctity and Marginal Masculinities	$4,000
Raouf Mama	The Debt	$4,000
Maureen McDonnell	Centering Community: Signed Shakespeare and Archival LGBTQ+ Movements.	$5,000
Kristen Morgan	Ninth International Conference on Communication & Media Studies	$3,057
Afarin Rahmanifar	Unfolding Visual Methods of Story Telling	$5,000
Allison Speicher	Fictions of Age: A Literary History of Age in Nineteenth-Century America	$3,200
Christopher Torockio	Murmurs: A Novel	$4,000
	LPMCET	
Anthony Aidoo	Lossless Medical Image Compression Using Contourlet Transform	$4,000
William Dickson Cunningham	Geological Discoveries in Central and Eastern Connecticut Revealed by LiDAR Imagery	$3,119
Peter Drzewiecki	Using Carbonate Petrography, Sequence Stratigraphy, and Strontium Isotopes to Correlate Upper Cretaceous Strata of the Sant Corneli Formation, South-central Pyrenees, Spain	$4,560
Kehan Gao/Sarah Tasneem	Exploring Convolutional Neural Networks for Medical Image Classification and Analysis	$8,000
Amy Groth 1	Identifying Chemicals to Repel the Beech Leaf Disease Nematode	$1,400
Amy Groth 2	Transcriptional Regulation in C. elegans by the ODD-1 Transcription Factor	$3,250
James Hyatt	Drone-Based 3D Photogrammetric Modelling of Sediment infilling and aquatic vegetation within sections of Andover Lake, CT.	$3,628
Joshua Idjadi	The third catastrophe: Examining the effect of coral bleaching on Jamaican reefs following two other major disturbances	$3,960
Syed Islam	The Effect of Salts in the Detection of Harmful per and poly-fluoroalkyl Substances (PFAS) in Public Drinking Water System Using Surface Enhanced Raman Spectroscopy (SERS)	$5,000
Khorami Mehdi	Advancing Investment Management through Machine Learning	$2,000
Kurt Lucin	Characterizing the location and function of bacteria in the brain	$4,945
Barbara Murdoch/Matthew Graham	Unveiling Oyster Resilience: Harnessing Genomic and Microbial Insights to Help Secure a Future Amidst Change	$8,000

Bryan Oakley	Publication of a manuscript in the Geosciences and documenting the storm impacts and recovery of a coastal barrier system.	$4,000
Vijaykumar Veerappan	Characterization and mRNA expression analysis of dap1 and dap1-like mutants in the model legume plant Medicago truncatula	$5,000
	SSBE	
Cara Bergstrom-Lynch	Exploring BIPOC and White Undergraduate Students' Perceptions of Classroom and Campus Racial Climate	$4,980
Sara Carroll	Wellness on the Trail: Investigating Linear Parks and Individual Perceptions	$3,992
Xing Liu	Bayesian Multilevel Poisson Regression Models for Count Response Variables in Educational Research	$4,950
Sarah Nightingale	Cultivating Inclusive Campuses: A Participatory Action Research Approach to Utilizing Campus Climate Data	$5,000
Fatma Pakdil/Steve Muchiri	A Multivariate Analysis on Monitoring Length of Stay, Readmission, and Discharge Cost at Hospitals using Machine Learning	$10,000
Racheal Pesta	Familial Incarceration and Young Adults: Exploring Risks and Outcomes Among College Students	$2,670
Sudha Swaminathan	Defining Math Learning Disabilities and Appropriate Interventions for Young Children	$2,488
Total		$141,199
Funding Available		$232,765
Carry Over		$91,566

SCSU 2024__ Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
Richmond, Andrew M.	Digitally Reading Medieval Literary Environments	$2,500.00
Taylor, Derek R.	Photochemical Filmmaking Practices and the Rendering of Connecticut Landscape	$5,000.00
Larkin, Erin K.	The Italian Colony of New Haven: Translation and digital exhibition of a 1921 immigrant's survival guide to life in New Haven	$2,500.00
Tangbe , Praise E.	Improving Maternal Health Among Black Women Through Culturally-Integrated Health Education and Behavioral Lifestyle Intervention: The Embrace Project Study	$10,000.00
Marsoobian, Armen T.	Exhibition Catalogue for â€œThe Photographic Odyssey of the Dildilian Family: From Anatolia to the Westâ€	$5,000.00
Johnson, Brian	Doodle: Image, Metaphor, and the Figures a Poem Makes	$4,981.00
Slomba, Jeffrey T.	Materializing the Virtual: new digitally designed and fabricated kinetic sculptures	$5,000.00
Schmitt, Elena G.	Italian Immigration to Russia and Ukraine: A birdâ€™s eye view	$5,000.00
Kearns, James K.	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of Borrelia Burgdorferi (the Lyme Infection)?	$5,000.00
Groffman, Joshua B.	Book project: Home is a Fire: Music, Sound, and Environmental Ideology in New Yorkâ€™s Hudson Valley.	$5,000.00
Rogers, Michael J.	Late Pleistocene and Holocene Archaeology at Gona, Ethiopiaâ€"A Continuation	$5,000.00
Foss-Kelly, Louisa L.	The I-CARE Training Program for Counseling People Living in Poverty	$9,000.00
Chen, Qu	Counselor Training in Treating Borderline Personality Disorder: A Systematic Review	$5,000.00
Vu, Thuan Q.	TRANSLATING VIETNAMESE IMAGERY	$5,000.00
Abe, JoAnn A.	Further Inquiries into Political Preferences and Polarization	$5,000.00
Skoczen, Kathleen N.	France and Plastics in the Anthropocene: An Ethnographic Case Study	$5,000.00
Cochenet, Gregory G.	The Final Construction and Firing of a Sodium Vapor Kiln	$5,000.00
Chevan, David	Our Slave Songs: from Exodus to Emancipation	$5,000.00
Randall, Regine E.	Literacy Learning and Teaching in High School: What We Need to Know Now to Support Content Area Teachers and Improve Adolescents' Post-Secondary Readiness	$5,000.00
Lopez-Velasquez, Angela M.	Role-Playing Games and Bilingual Reading: An Intervention to Enhance the Spanish and English Reading of Pre-Service Teachers	$5,000.00
Perumbilly, Sebastian A.	Facilitating Parent's Personal Growth in Systemically-Focused Psychotherapy: Results from a Mixed Methods Study with Exploratory Sequential Design	$4,843.00

Olney, Patricia	Trump, AMLO, and the 2024 Elections: Implications of the Tug-of-War between Strongmen and Rule of Law for U.S.-Mexico Relations	$3,000.00
Kalbfleisch, Elizabeth M.	The Reading-Centered Writing Class: Theory and Practice	$2,800.00
Fluhr, Nicole	Vernon Lee's Alt-Archives	$2,500.00
Brownell, Mia	Garden Holding	$5,000.00
Birz, Gene	Real Estate News, Sentiment, and REIT Performance: Real Estate Sector Analysis	$9,011.00
Heidkamp, Christian P.	A Blue Economy Agenda for Greenland? Challenges and Opportunities.	$4,914.00
Ding, Shibiao	A Behavioral Investigation of Pricing Design in Investment Products	$4,900.00
Cook, Barbara A.	In-vivo Teletherapy Caregiver Training to Promote the use of a Speech Generating Device for Communication	$4,144.00
Wasiuk Peter A.	Spatial Cues and Speech-in-Speech Recognition in Adults with Autism Spectrum Disorders	$7,500.00
Kelly, Miriah M.	Identifying needs, barriers, and co-solutions to growing sustainable aquaculture industries in small island developing nations: A Zanzibar, Tanzania case study	$4,950.00
Harry, Chelsea C.	Why Aristotle Matters	$5,000.00
Gregory, Jess L.	Creation of a New, Quantitative Measure to Assess Follettian Power, Outward Mindset, and Educator Demoralization	$2,800.00

Weng, Miaowei	Negotiating "Chiñol" Identity: Second-Generation Chinese Immigrants in Spain	$5,000.00
Sherwood, Carrie A.	Elementary Pre-Service Teachers' Pedagogical Content Knowledge for Supporting Students' Equitable Sensemaking in Science	$5,000.00
Palma, Giuseppina	Pontano and the Renaissance at the Court of Aragon	$5,000.00
Lesley, Melvin J.	Expanding the Scope of Breast Cancer Treatments at SCSU	$5,000.00
Badr, Kauther S.	Artificial Intelligence (AI), the regulatory environment, and Business Ethics	$5,000.00
Wang, Junhong	Decoding Consumer Ethnocentrism: Exploring Individual Identities and Attitudes toward Mega Sporting Events, Host Cities, and Sponsorship	$5,000.00
Singh, Amitkumar S.	Optimizing Collaborative Learning: A Study of In-Person and Online Team Dynamics	$10,000.00
Nguyen, Khoa H.	Geopolitical Risk Exposure: The Case of the Aerospace and Defense Industry.	$4,985.00
Kulkarni, Atul A.	The feminine nature of sustainability	$5,000.00
Hoffler, Steven J.	Debunking the Myth of Black Fathers at the Intersections.	$5,000.00
Brady, Steven P.	Salted roads and bloated frogs	$5,000.00
Bessenoff, Gayle R.	Examining Social Behavior in the Online Fighting Video Game Community (FGC)	$5,000.00

Yang, Chulguen	Using Contemplative Art Appreciation as a Consciousness-Raising Practice in Sustainable Development Management Education	$5,000.00
Wei, Yan	Study of the Student Support System in a Teacher Preparation Program	$15,000.00
Patalinghug, Jason C.	Military Spending and Corruption in the Asia-Pacific Region	$2,500.00
Andoh, Samuel K.	Regional Integration: Economic Community of West Africa (ECOWAS)	$5,000.00
Zal, Saeed	The Effect of Server's Rapport on Tipping Intentions: The Moderating Role of E2E incivility	$2,500.00
Soroya, Saira H.	Exploring the Viability of Innovative Interventions for Enhancing Mental Well-being in Young Adults	$5,000.00
Schwendemann, Todd C.	Development of a Thermal Programmed Desorption system by combing new and mature technology.	$5,000.00
Ryder, Todd R.	Borono-Mannich Reactions of 1,3-Dihydroxyacetone	$5,000.00
Roe, Sarah M.	Biases in Qualitative Social Science: understanding the role of bias in disaster commemoration, collective memory of traumatic events, and reinterpretation across generations	$5,000.00
Lavin, Terrence	3D Printed hydraulic dieforming and lasercut surface design in contemporary Jewelry & Metalsmithing	$5,000.00
Kim, Young K.	Persistence of Transfer Student Enrollees in a Four-year College: A Systematic Review and Meta-Analysis	$7,000.00
Jansen, Amy L.	Gender, Benevolent Sexism and Leadership Aspirations	$8,000.00
Furey, Rachel E.	Just Hug Me (a Young Adult novel)	$2,500.00
Cross, Emma L.	Determining environmental and biological indicators for natural spat collection to increase efficiencies to seed mussel aquaculture in the Northeast U.S.	$5,000.00
Milone, Joseph P.	Exploration of Linear Parks User's Perception of Health and Wellness.	$10,000.00
Warner, Heather L.	Best Practice in Swallowing Screening in the Frail Elderly Veteran Population	$5,000.00
Serchuk, Camille	Map me a River: Fluvial Cartography in France, Flanders and Germany, 1450-1600	$5,000.00
Sawadogo, Wendemi	Insomnia Symptoms and Vascular Risk Factors Control	$5,000.00
Eilderts, Luke L.	LGBTQ+ Pride in Paris	$5,000.00
Chandler, Jeremy N.	Terra Incognita: Creating and Exhibiting Lens-Based Artwork	$5,000.00
Wang, Zheni	Rethink Motivation and Rewards: What We Know and Do not Know	$5,000.00
Pang, Jiong Dong	Inhibitory Effects of Cannabinoid Compounds on Enzymes in Neurotransmission and Age-Related Neurodegenerative Diseases	$5,000.00
Kim, Hyoseok	Philanthropic Gift-Giving and Recipient Appreciation	$5,000.00
Cooper Boemmels, Jennifer R.	Understanding New England's Youngest Episode of Magmatism: Structural Analysis of the Cuttingsville Complex, Vermont	$4,918.00

Sorokina, Anastasia	Navigating Trilingual Proficiency: Insights from Ukrainian-Russian Bilinguals Acquiring English as a Third Language	$5,000.00
Ellis, Scott P.	Susan Fenimore Cooper's Ecological Consciousness: Environmental Experiences and Indigenous Influences	$3,730.00
Al Seesi, Sahar	Calling Somatic Variants from Single Cell Sequencing Data	$4,864.00
Yavuz, Olcay	Empowering Gifted and Talented Children through Supporting Caregivers	$2,500.00
Barboza, Meghan L.	Microanatomic study of the marine mammal trachea	$5,000.00
Ferraro, Marisa E.	Nurturing Time in Nature: Pedagogies that cultivate linguistic development and environmental stewardship among multilingual students	$5,000.00
Yoon, Sang W.	Disruptive Technological Changes from Dirty Sector and Environmental Sustainability€	$9,000.00
Barnes, Ericka C.	Characterization of the Adsorptive Properties of Biochar for Direct Air Capture of Carbon Dioxide	$5,000.00
Finch, Evan E.	Probing Quantum Chromodynamics using data from Brookhaven National Lab	$4,600.00
Archambault, Mary Jo	Recreational Therapists' Perceptions of Aging	$5,000.00
Coca, Adiel	Antibacterial and Anticancer Study of Tetrazole Derivatives	$5,000.00
Bordner, Kelly B.	Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat.	$10,000.00
Njoku, Anuli	Environmental Injustice and Global Health: Challenges and Solutions	$5,000.00
Haylon, Lisa S.	Contributing Factors in Research Productivity of Post Tenure Faculty	$5,000.00
Crawford, Sarah C.	Analysis of the role of the innate immune system in brain cancer development in a research model of pediatric cancer, Drosophila melanogaster	$5,000.00
Islam, Mohammad T.	Aesop Meets Dr. Seuss: Child-Friendly Visual Short Story Synthesis using Generative AI	$2,500.00
Chung Hanyong	Effect of CEO Successor's Board Experience on Firm Performance and Value	$2,500.00
Coleman, Kelly Ann A.	Development of a Professional Self-Concept Scale for Athletic Trainers	$0.00
Stiver, Kelly A.	Isotocin manipulation in dominant Symphodus ocellatus males	$0.00
Hossain, MD S.	Touch Dynamics-based Gender Identification Toward Better User Experiences in Smart Devices	$0.00
Pang, Yulei	Application of Deep Learning to Cell Morphology for Identifying Differentiation Trajectories in Human Mesenchymal Stem Cells	$0.00

Total	$447,440.0
Funding Available	$405,560.00

Carry Over	$45,061.00

WCSU 2024 Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
FAH		
Katherine Alloco	Intercessor, Regel, Regent: Isabella of France and her Political Networks	$5,000
Galina Bakhtiarova	The Legacy of Manuel de Falla: Exploring the Archivo Manuel de Falla in Granada, Spain	$0
Wynne Gadkar-Wilcox	European Modernity and the Vietnamese Buddhist Crises of 1963-1966	$5,000
Stacey Alba Hawkins	Poetry Translation	$5,000
Russell Hirshfield	A Compact Disc Recording	$5,000
Sabrina Marques	Art in the Anthropocene	$5,000
LPMCET		
Shahab Band	Cooperative Federated learning-based Explainable AI for Environment Monitoring	$0
James Boyle	Integration of replacement electronic components into a surface contact ocean-going drifter buoy and publication of previous sea state measurement results	$5,000
Joshua Cordeira	Interactions between exercise, serotonin signaling, and high-fat food intake	$5,000
Kristin Giamonco	Disturbing the Perineuronal Net: How Mutant Aggrecan Condenses at the Cell Surface	$5,000
Michelle Monette	What does fluctuating temperature mean for fish physiology? Assessing the impacts of climate change on an estuarine fish.	$5,000
Theodora Pinou	A Preliminary Investigation Into the Herbivorous Foraging Behavior of Triploid Grass Carp and its Impact on Aquatic Vegetation	$4,973
Carlos Santibanez-Lopez	Assessing the phylogenetic signal of scorpion mitogenomes	$5,000
Brian Stankus	Correlation of Molecular Structure with Fluorescence Properties	$5,000
Xiaodi Wang	M-Band Wavelet-Based single-cell RNA sequencing Multi-view Clustering of cells	$5,000
SSBE		
Oluwole Owoye, Zuohong Pan, Rotua Lumbantobing	A Novel Analysis of Enrollment and Retention at the Connecticut State Colleges and Universities: Evidence from Eastern, Central, Southern, and Western	$15,000
Tricia Stewart	School Choice in Connecticut: Understanding Transportation Policy and the Implications for Students and Families.	$5,000
Carina Bandhauer	The Modern Anti-Immigrant Movement	$5,000
Jessica Eckstein	The Technology-Mediated Abuse (TMA) Scale: Confirming Reliability and Con/Divergent Validity Across In-Person vs. Online Modalities in the Northeast U.S.	$4,992
Nichola Gallucci	Validation of a Performance Anxiety Inventory	$5,000
Christine Hegel-Catarella	Circular Logics: Proposals and Counter-proposals for EPR	$5,000
Carol Huang	Predicting Airline Financial Distress Using Machine Learning	$4,895
Youngbin Kim	Entrepreneurship in Japan	$0
Wenguang Lin	The role of sentiment in the dynamic stock market prediction performance via machine learning algorithms	$5,000
Kim Marino	The Use of Artificial Intelligence in Corrections & Offender Management	$5,000

Manoj Misra	Anti-Coal Protest and Asymetric Environmentalism	$5,000
Lorrie-Ann Monte	Examining the Interplay: Exploring the Correlation Between School Counselor and Administrator Burnout in Educational Settings	$4,500
Jessica Schofield	African Courts for African Crimes	$5,000
Divya Sharma	Research Ethics and Guidelines in Non-western Settings	$5,000
Lai Vo	Directors' Career Horizon and Corporate Social Responsibility	$4,300
H. Howell Williams	Masculinity, Gay Men, and the Men's Movement	$5,000
Total		$148,660
Funding Available		$230,985
Carry Over		$82,325

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Recognizing
Connecticut State Colleges and Universities
Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 23, 2024

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

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

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

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

WHEREAS, the 2023 – 2024 All-CT Academic Team includes 25 outstanding CSCU Community College students:

Campus	Name
CT State Asnuntuck	Kai Saucier-Drygren
CT State Capital	Yazmine Goodlett
CT State Capital	Brittany Janzer
CT State Gateway	Sophia Acevedo
CT State Gateway	Ajarano Smith-Bowe
CT State Housatonic	Maria Garcia
CT State Housatonic	Victoria Randolph
CT State Manchester	Ashley Birdsong
CT State Manchester	Karen Celine Luci
CT State Manchester	Maxat Yerkeshev
CT State Middlesex	Meghan Serpis
CT State Middlesex	Katherine Tocto Quituisaca
CT State Naugatuck Valley	Victoria Cruz
CT State Naugatuck Valley	Stephanie Girard
CT State Naugatuck Valley	Kathylee Perez
CT State Northwestern	Jamison Appell
CT State Northwestern	Carla Galaise
CT State Norwalk	Nanette Addow
CT State Norwalk	Gabrielle Hauck

CT State Quinebaug Valley	Julia Revellese
CT State Three Rivers	Patricia Monique Avisan
CT State Three Rivers	Max Richardson
CT State Three Rivers	Leah Thomas
CT State Tunxis	Jake Haynes
CT State Tunxis	Amelia Kearney

WHEREAS, the Board of Regents recognizes Kathylee Perez as a Coca-Cola Academic Team Gold Scholars, Amelia Kearney as a Coca-Cola Academic Team Silver Scholar, and Max Richardson as a Coca-Cola Academic Team Bronze Scholar; and

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

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2023 – 2024 All-CT Academic Team and advisors.

A True Copy:

_____

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Recognizing
Connecticut State Universities
Henry Barnard Distinguished Student Award Recipients

May 23, 2024

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

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

WHEREAS, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a $500 scholarship by the Connecticut State Colleges and Universities Foundation; and

WHEREAS, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

WHEREAS, twelve students representing the Connecticut State Universities have received a 2024 Henry Barnard Distinguished Student Award:

Central Connecticut State University
    Haneen Alkabasi
    Shealin Callahan
    Isabella Galdamez
    Emily Palmieri
Eastern Connecticut State University
    Billi Gray Kozak
    Kathryn Kubisek

Southern Connecticut State University
    Kyle Mashia-Thaxton
    Jen Evelyn Ng
    Emily Rowland
    Nadesha Shakes
Western Connecticut State University
    Ezaan Khan
    Desiree Velez

BE IT RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2024 Henry Barnard Distinguished Student Award.

A True Copy:

_____

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Promotions and Tenures

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the 2024 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

A True Copy:

_____

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

ITEM
Approval of the 2024 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

BACKGROUND
In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the Presidents' recommendations. The letters of recommendation are attached.

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

WCSU Supplemental Documents

05/3/2024 – BOR - Academic and Student Affairs Committee
05/24/2024 – Board of Regents

MEMORANDUM

TO: Terrence Cheng, Chancellor
Connecticut State Colleges and Universities System

FROM: Zulma Toro, President
Central Connecticut State University

DATE: April 23, 2024

SUBJECT: Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2024-25:

To Professor
Steven Block, Criminology and Criminal Justice
Sourav Chakraborty, Chemistry and Biochemistry
Theodore Efremoff, Art and Design
Amy Gagnon, Physical Education and Human Performance
Wangari Gichiru, Curriculum and Instruction
Ajeet Jain, Finance
Frederic Latour, Mathematical Sciences
Chee-Hoi Leong, Physical Education and Human Performance
Megan Mackey, Special Education and Interventions
Edward Moore, Engineering
Peter Morano, Physical Education and Human Performance
Rachel Rachler, Biology
Jared Ragusett, Economics
Heather Rodriguez, Sociology
Sheldon Watson, Educational Leadership and Instructional Technology
Leanne Zalewski, Art and Design

To Associate Professor
Candace Barriteau-Phaire, Literacy, Elementary, and Early Childhood Education
Jason Chen, Accounting
Amanda Fields, English
Leah Frazee Scharfenberger, Mathematical Sciences
Md Rafiul Hasson, Computer Science
Wesley Henry, Educational Leadership and Instructional Technology

1615 Stanley Street - P.O. Box 4010 - New Britain, Connecticut 06050-4010 - T: 860-832-3000 -F: 860-832-3033 -www.ccsu.edu
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ASA 05-10-2024 Page #303 of 389

Tamera Holland, Nursing
Michelle Kraczkowski, Biology
Amanda Marin-Chollom, Psychological Sciences
Kimberly Meyer, Criminology and Criminal Justice
Antoinette Ryan, Educational Leadership and Instructional Technology
Theodora Ruhs, Journalism
Gurbakhshash Singh, Mathematical Sciences
Natsuko Takemae, Special Education and Interventions
Candice Wallace, Phycological Sciences

To Full Librarian
Sharon Clapp, Library

The following will be granted Tenure
Candace Barriteau-Phaire, Literacy, Elementary, and Early Childhood Education
Amanda Fields, English
Leah Frazee Scharfenberger, Mathematical Sciences
Yuriy Garbovskiy, Physics and Engineering Physics
Tamera Holland, Nursing
Amanda Marin-Chollom, Psychological Sciences
Kimberly Meyer, Criminology and Criminal Justice
Antoinette Ryan, Educational Leadership and Instructional Technology
Misty Scoggins, Biology
Allison Seifert, Physical Education and Human Performance
Gurbakhshash Singh, Mathematical Sciences
Natsuko Takemae, Special Education and Interventions
Candice Wallace, Phycological Sciences

Office of the President

April 15, 2024

Terrence Cheng
Chancellor, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Chancellor Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in Spring 2024.

TENURE

Dr. Kedan He (Physical Science)
Professor Soojin Kim (Art & Art History)
Dr. Syed Islam (Physical Science)
Dr. Christopher Krebs (Psychological Science)
Dr. Marin Kurti (Criminology)
Dr. Kwangwon Lee (Education)
Dr. Sarah Nightingale (Social Work)
Dr. Manuel Otero (English)
Dr. Rachel Pesta (Criminology)
Dr. Laura Rodriguez (Education)
Dr. Megan Stanton (Social Work)
Dr. T. Caitlin Vasquez-O'Brien (Psychological Science)

PROMOTION TO ASSOCIATE PROFESSOR

Dr. Kedan He (Physical Science)
Professor Soojin Kim (Art & Art History)
Dr. Christopher Krebs (Psychological Science)
Dr. Marin Kurti (Criminology)
Dr. Kwangwon Lee (Education)
Dr. Sarah Nightingale (Social Work)
Dr. Manuel Otero (English)
Dr. Rachel Pesta (Criminology)
Dr. Laura Rodriguez (Education)
Dr. T. Caitlin Vasquez-O'Brien (Psychological Science)

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

PROMOTION TO FULL PROFESSOR

Professor Tao Chen (Art & Art History)
Dr. Timothy Cochran (Music)
Dr. Amy Groth (Biology)
Dr. Kurt Lucin (Biology)
Dr. Martin Mendoza-Botelho (Political Science)
Professor Kristen Morgan (Theatre)
Dr. Allison Speicher (English)
Dr. Emiliano Villanueva (Business Administration)

PROMOTION TO COACH III

Michael Odenwaelder (Athletics)
Sarah Tompkins (Athletics)

Please let me know if you have any questions.

Sincerely,

Elsa M. Núñez
President

Cc: William M. Salka, Provost and Vice President for Academic Affairs
Michelle Delaney, Vice President for Student Affairs

April 19, 2024

Dr. Terrence Cheng
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

The following are my revised recommendations for Promotion and Tenure, which will be effective on August 26, 2024:

TENURE

Ms. Hayley Battaglia (Library Services)
Dr. Owen Biesel (Mathematics)
Dr. Patricia Bode (Art & Design)
Dr. Mary Boudreaux (Educational Leadership)
Dr. Meghan Brahm-Gleeson (Special Education)
Dr. Dana Casetti (Physics)
Dr. KC Councilor (Comm., Media, and Screen Studies)
Dr. Emma Cross (Envir., Geography, & Marine Science)
Mx. Patrick Crowley (Library Services)
Dr. Nicholas Fedorchuk (Earth Science)
Dr. Lisa Haylon (Accounting)

Ms. Diana Hellyar (Library Services)
Dr. Jung Hoon Kim (Management/IB)
Dr. Shuei Kozu (Social Work)
Dr. Younhee Lee (Mathematics)
Dr. Yue Liu (Marketing)
Mr. Douglas Macur, M.F.A. (Theatre)
Dr. Travis Marn (Curriculum & Learning)
Dr. Venezia Michalsen (Sociology)
Dr. Anuli Njoku (Public Health)
Dr. Amit Singh (Marketing)

PROMOTION

From Assistant to Associate Professor:

Dr. Sarah Benes (Health and Movement Sci.)
Dr. Owen Biesel (Mathematics)
Dr. Meghan Brahm-Gleeson (Special Education)
Dr. KC Councilor (Comm., Media, and Scr. St.)
Dr. Dr. Emma Cross (Envir., Geography, & Marine Science)
Dr. Nicholas Fedorchuk (Earth Science)

Dr. Jung Hoon Kim (Management/IB)
Dr. Younhee Lee (Mathematics)
Mr. Douglas Macur, M.F.A., (Theatre)
Dr. Travis Marn (Curriculum & Learning)
Dr. Amit Singh (Marketing)

From Associate to Full Professor:

Dr. Sahar Al Seesi (Computer Science)
Dr. Joel Dodson (English)
Dr. Miranda Dunbar (Biology)
Dr. Leon Evan Finch (Physics)
Dr. Jodie Gil (Journalism)
Dr. Robert Gregory (Health and Movement Sci.)
Dr. Elizabeth Kalbfleisch (English)
Dr. Maria Krol (Nursing)
Dr. Aujke Lamonica (Public Health)
Dr. Cassi Meyerhoffer (Sociology)
Dr. Erin Larkin (World Languages &Literatures)

Dr. Anuli Njoku (Public Health)
Dr. Yulei Pang (Mathematics)
Mr. Seb Perumbilly (Marriage & Family Ther.)
Dr. Alison Wall (Management/IB)
Dr. Kenneth Walters (Psychology)
Dr. Heather Warner (Communication Disorders)
Dr. Jeffrey Webb (Chemistry & Biochemistry)
Dr. Sangwon Yoon (Economics)
Dr. Han Yu (Finance and Real Estate)

From Assistant Librarian to Associate Librarian:

Ms. Hayley Battaglia, M.F.A. (Library Services)
Mx. Patrick Crowley, M.S. (Library Services)
Ms. Diana Hellyar, M.L.I.S (Library Services)

From Associate Librarian to Full Librarian:

Ms. Lisa Bier, M.L.I.S. (Library Services)

From Coach I to Coach II

Robert Eggerling

I request that the Board of Regents act on these recommendations at its May 23, 2024 meeting.
Please let me know if you have any questions.

Sincerely,

Dr. Dwayne Smith
President (Interim)

DS/jr

TO: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities

FROM: Dr. Manohar Singh, President (Interim)

CC: Dr. Stephen Hegedus, Interim Provost & Vice President for Academic Affairs
           Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair
           Fred Cratty, Chief Human Resources Officer
           Dr. Patricia O'Neill, Promotion & Tenure Committee Co-Chair

DATE: April 22, 2024

RE: Promotion and Tenure Recommendations 2024- 2025

I support and concur with the recommendations of Provost Stephen Hegedus that the following faculty members receive promotion and tenure effective academic year 2024-2025:

Promotion to Professor
Dr. Emad AbouElgheit, Marketing
Dr. Joshua Cordeira, Biology
Dr. Stuart Dalton, History, Philosophy and World Perspectives
Dr. Deneen Harris, Social Work
Mr. Tim Howard, Theatre Arts
Dr. Rotua Lumbantobing, Finance
Dr. Jeanette Lupinacci, Nursing
Dr. Jennifer Ort, Nursing
Dr. Bozena Padykula, Nursing
Dr. Forest Robertson, Chemistry
Mr. Guy Rotondo, Accounting

Promotion to Associate Professor
Dr. Brian Stankus, Chemistry
Dr. Dan Weltmann, Management
Dr. Jeremy Wiggins, Music

Tenure
Dr. Dan Weltmann, Management

MS:moc

Attachments

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

TO

DEVELOP AN ANNUAL REPORT ON STUDENT ENROLLMENT AND PROGRAM COMPLETION

December 14, 2023

WHEREAS,   Student enrollment and the completion of academic programs leading to undergraduate and graduate degrees and certificates are among the fundamental purposes of the Colleges and Universities that comprise the Connecticut State Colleges and Universities (CSCU); and

WHEREAS,   Members of the Board of Regents, along with other CSCU stakeholders, including the Faculty Advisory Committee, have suggested improvements in the timeliness, accuracy, and regular use of a variety of enrollment data provided by the CSCU system; and

WHEREAS,   The Board of Regents, in carrying out its fiduciary responsibilities, requires access to timely, concise, consistent, and readily available annual reports that establish enrollment targets at the start of each academic year and provide comparative data of actual enrollment and credit-bearing program completion rates achieved during each academic year.

RESOLVED,   The CSCU Chancellor, in collaboration with CSCU staff, shall develop an Annual Report on Student Enrollment and Program Completion ("Annual Report") and shall submit the Annual Report in two parts to the Board of Regents, through its Academic and Student Affairs Committee, as follows: Part one shall include an analysis comparing each CSCU institution's student enrollment projections, made before the beginning of each academic year, with the actual enrollment numbers attained during that year. Part one of the Annual Report shall be submitted to the Academic and Student Affairs Committee annually on or before May 1st, beginning on May 1, 2024. Part two of the Annual Report shall include data on credit-bearing program student completion rates at each CSCU institution for the same academic year and shall be submitted annually to the Academic and Student Affairs Committee on or before September 1st, beginning on September 1, 2024.

CSCU General Education Transfer Credit Alignment Policy

BOARD OF REGENTS

[Policy Number & Title]

Policy Title:

CSCU General Education Transfer Credit Alignment Policy

Policy Owner:

CSCU Office of Academic and Student Affairs

Applies to:

CT State Community College students transferring to any CSCU Four-Year Institution, as well as faculty and staff involved in transfer processes, advisement, and curriculum development across all CSCU institutions.

Institution Applicability: All CSCU institutions

Contact(s): CSCU Director for the Office of Transfer and Articulation

Effective Date: *TBD*

I. Purpose

Connecticut State Colleges and Universities ("CSCU") is committed to facilitating a smooth and efficient academic transition for students transferring from CT State Community College to any CSCU four-year institution (collectively, "CSCU Institutions"). The CSCU General Education Transfer Credit Alignment Policy (hereinafter referred to as "the Policy") is designed to standardize the process of transferring general education credits. By establishing a clear framework based on broad competency categories, this Policy aims to enhance academic flexibility, minimize barriers to credit transfer and general education satisfaction, and support the overarching goal of student success within the CSCU System.

II. Definitions

A. **"CSCU Four-Year Institution(s)"** refers collectively and individually to Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, and Charter Oak State College.

B. **"*General Education*"** is defined by the New England Commission of Higher Education, is a program that is a fundamental component that reflects the institution's mission and values, embodying the institution's vision of an educated individual. This program is designed to be coherent and substantial, ensuring that students are well-prepared for the diverse world they will inhabit. The general education framework is crafted with the

intent to provide a comprehensive educational experience, encompassing a balanced integration of arts and humanities, sciences including mathematics, and social sciences. This integration fosters a holistic understanding of the primary domains of knowledge and their interconnections. The general education requirements mandate that undergraduate students complete a minimum of 40 semester credits in bachelor's degree programs, or 20 semester credits in associate degree programs, thereby ensuring an adequate breadth of knowledge across various disciplines.

C. *"General Education Core"* is a curated collection of courses within each CSCU institution's general education program that represents the essential academic competencies every student is required to attain. It emphasizes foundational skills in critical thinking, effective communication, quantitative reasoning, and scientific and cultural literacy. This core is strategically designed to support students' personal and intellectual growth, laying the groundwork for specialized study in their chosen fields and preparing them for responsible, informed citizenship in a global society.

D. **"*Framework 30*"** or **"*FW30*"** is a categorically structured General Education curriculum specifically developed for associate degree programs designed for transfer within the CSCU system. The FW30 encompasses the following categories:

- Written Communications I
- Written Communications II
- Historical Knowledge
- Social and Behavioral Sciences
- Arts and Humanities
- Scientific Reasoning
- Scientific Knowledge and Understanding
- Oral Communication
- Continued Learning and Information Literacy
- Quantitative Reasoning

These categories are curated to ensure that students gain proficiency in critical thinking, effective communication, and a broad spectrum of knowledge areas that are crucial for academic success and personal growth.

III. Policy

A. *Credit Acceptance and Alignment*

1. Each CSCU Four-Year Institution will accept and apply to its General Education Core requirements all courses that students have successfully completed within the General Education Core at CT State Community College, provided (i) these courses have been appropriately mapped to the corresponding categories in the Framework 30, as outlined in the CSCU General Education Category-to-Category Alignment Template (Exhibit A) and, (ii) any specific grade requirements for the acceptance of transfer credits set by the receiving institution are satisfied.

2. Courses categorized within the FW30 will be coded (e.g., through course-to-course equivalency or assigned attributes) to fulfill the General Education Core requirements at the CSCU Four-Year Institution to which the student is transferring.

B. *Category Alignment*

1. Each CSCU institution will align its General Education Core categories with the competency categories established in the Framework 30, utilizing the CSCU General Education Category-to-Category Alignment Template.

2. The alignment will be based on comparable Student Learning Outcomes ("SLOs"), providing essential information to students, faculty, and staff for selecting courses that satisfy General Education requirements across the CSCU System.

3. The General Education Core categories covered in this Policy do not set aside specific major or programmatic requirements where coursework may be used to satisfy both a General Education requirement and another specific degree requirement (e.g., a course serves as satisfying both a General Education requirement and a supporting course requirement).

C. *Institutional Autonomy*

Nothing within this Policy shall be construed to limit the autonomy of CSCU institutions in developing its General Education Core courses and offering a diverse curriculum tailored to meet the specific SLOs of each General Education category.

IV. Appeal Process

Each CSCU Four-Year Institution will provide a process for students to appeal decisions related to the transfer of General Education credits from CT State Community College to the CSCU Four-Year Institution.

V. Implementation and Oversight

A. *Implementation*

This Policy shall be enacted with immediate effect across all CSCU institutions, with ongoing support and oversight provided by the CSCU System Office to ensure consistent application and adherence to the stipulated credit transfer guidelines.

B. *Oversight and Compliance*

To ensure sustained adherence to this Policy and to manage its ongoing evaluation, a dedicated Oversight Committee ("Committee") will be established as a standing sub-committee of the CSCU Transfer Council. The Committee will be comprised of faculty and staff representatives from CT State Community College and each CSCU Four-Year Institution. Appointed by and reporting directly to the CSCU Provost or other designee, the Committee will:

1. Develop a comprehensive implementation guide that includes procedures for the continuous review and adjustment of General Education requirements across CSCU institutions, ensuring alignment with this Policy and adherence to relevant accreditation standards. This encompasses updates to General Education Core categories, SLOs, and the roster of approved courses.

2. Regularly report on Policy implementation progress to the CSCU Provost or other designee, CSCU Transfer Council, and the Board of Regents Academic and Student Affairs Committee, as appropriate.

3. Maintain records of current General Education categories and approved courses throughout all CSCU institutions, promoting transparency and accessibility, including, but not limited to, making any revisions to the CSCU General Education Category-to-Category Alignment Template (Exhibit A) as needed.

4. Convene routinely to deliberate on matters related to credit transfer in accordance with this Policy.

5. Promptly identify and report to the Transfer Council and the CSCU Provost or other designee any deviations from the Policy, ensuring swift resolution and compliance.

C. **Related Documents and Forms**

CSCU General Education Category-to-Category Alignment Template

D. **Related Policies**

BOR Policy 1-05 Transfer and Articulation Policy (TAP)

CSCU General Education
Category-to-Category Alignment Template
Framework30
Category-to-Category Mapping

Framework30	Credits	[CSCU Institution]	Credits
Written Comm I	3		
Written Comm II	3		
Arts and Humanities[1]	3-4		
Social and Behavioral Sciences	3		
Historical Knowledge	3		
Scientific Reasoning[2]	4		
Scientific Knowledge and Understanding[2]	3-4		
Oral Communication	3		
Continued Learning and Information Literacy	3		
Quantitative Reasoning[3]	3		
		Remaining Courses/Categories:	

1. ***Arts and Humanities:*** Most of the courses within Arts and Humanities category will be considered fall under the CSCU General Education Transfer Credit Alignment Policy, with the exception of Elementary I World Languages and ESL level 4 & 5 courses. While these courses remain in the category for the purposes of fulfilling a FW30 category, these courses will not suffice for credit in the general education of all CSCU institutions. Therefore, we recommend that each course be clearly indicated as such and GPAs advise students accordingly.

2. **Scientific Reasoning / Scientific Knowledge and Understanding:**
Unless specified by the receiving institution's academic program:
   a. Students who have completed ***one four-credit lab science course and one three-credit non lab course*** or ***two four-credit lab science courses***, will have met the science general education requirements at the receiving institution
   b. Students who have completed one three credit science will be required to take ***one four-credit lab science course*** at the receiving institution
   c. Students who have one four-credit lab science course will be required to take ***one three-credit non lab course*** or ***one four-credit lab science course*** at the receiving institution
   d. It is strongly suggested and will be advised that students take courses from different academic disciplines, but a student will not be asked to take additional courses if they have not done so

3. ***Quantitative Reasoning:*** Math requirements are typically dictated by specific program requirements and would be difficult to guarantee without knowing a student's intended major. Therefore, we recommend that this category be completed with the guidance of a student's Guided Pathway Advisor or Faculty Advisor.

_____   _____
Provost Signature   Date

Provost DRAFT General Education Transfer Credit Alignment Policy March 26, 2024

DATE: April 11, 2024

TO: President John Maduko, M.D.

FROM: Dr. Michelle Coach, CEO

RE: 2024-2025 CT State – Asnuntuck Promotion Recommendations (Campus)

Below are the 2024-2025 CT State – Asnuntuck recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Champagne	Sue	Program Specialist, Workforce Development and Continuing Education	4Cs	Please see attached.
Cotnoir	Julie	College Career Pathways Coordinator	4Cs	Please see attached.
Fitzsimmons	Lisa	AMTC Instructor	4Cs	Please see attached.
Gregory	Hillary	GPA	4Cs	Please see attached.
Kedzior	Monica	Supervisor, Financial Aid	4Cs	Please see attached.
Koehler	Amy	Assistant Professor, Allied Health	4Cs	Please see attached.
Marcelino	Jose	AMTC Instructor	4Cs	Please see attached.
Paquette	Sherry	Director of Student Activities	4Cs	Please see attached.
Poirier	Jessica	Continuing Education Coordinator	4Cs	Please see attached.
Solivan	Bonnie	Inst Design and Ed Tech Campus Lead	4Cs	Please see attached.

| St. Peter | Alicia | Financial Aid Specialist | 4Cs | Please see attached. |
| Trzepacz | Thayre | Academic Associate | 4Cs | Please see attached. |

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 11, 2024

TO: John Maduko, President

FROM: G. Duncan Harris, CEO

RE: 2024-2025 CT State Promotion Recommendations (Capital)

Below are the 2024-2025 CT State-Capital recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit
Dunlap	Carrie	Transcript Credit Evaluation Coordinator	AFSCME
Ellington	Therelza	CE Coordinator	AFSCME
Kallaba	Mukadeze	Academic Associate – Science & Math	AFSCME
Nabeta	Vivian	Director of Digital Marketing	AFSCME
Rocco-Foertsch	Suzanne	Director of Child Development Center	AFSCME
Bradeen-Rivera	Katherine	Assistant Professor/PC Rad Tech	AFT
Caldwell/Gomez	Nicole	Assistant Professor of Nursing	AFT
Cicero	Valerie	Assistant Professor - Art	AFT
Carrasquillo	Helena	Campus Lead Office for Disability & Accessibility Services	Congress
Cocchiola	Linda	Associate Professor, ESOL	Congress
Cohen	Rachel	Associate Professor - Nursing	Congress
Dilone	Odile	Director of Workforce Development & CE	Congress
Dominguez-Jorge	Aleidy	PT ES – Financial Aid	Congress
Lewis	Daniel	Librarian Head of Reference & Instruction	Congress
Velez-Otero	Jose	Assistant Director of Financial Aid	Congress
Zayas	Valerie	Enrollment Services Assistant	Congress

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 10, 2024

TO: President John Maduko, M.D.

FROM: Dr. Scott J. Kalicki, Interim CEO

RE: 2024-2025 CT State - Gateway Promotion Recommendations

Below are the 2024-2025 CT State - Gateway recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Amoako-Kwaw	Christopher	GPA 1	4C's	
Ballinger	Allan	Professor	AFT	
Banks	Mary Beth	Selective Adm Specialist	4C's	
Bonadies	Peter	Assoc. Prof	4C's	
Brier	Ronna	Assoc. Prof	4C's	
Carvalho-Rubino	Celia	CCP-17, Step 7	4C's	
Chin-Gossett	Marilyn	FT Librarian	4C's	
Cornell	Jaimie	CCP-17	4C's	
Dancy	Victoria	CCP-16	4C's	
Daniels	Fentyshia	Counselor	4C's	
Daniels	Wanda	GPA 1	AFSCME	
Davis	Siobhan	GPA1	AFSCME	
Doris	Dominique	Assoc. Prof	4C's	
Gardner-Spencer	Matthew	Asst. Prof	4C's	
Goode	Maria	Assoc. Prof	AFT	
Hernandez	Arthur	Assoc. Prof	AFT	
Jemmott	Jill	GPA II, Step 4	4C's	
Jones	Ryan	CCP 19, Step 3	AFSCME	
Kessler	Linda	GPA 1	4C's	
Kraus	Sandra	Assoc. Prof	AFT	
Lackey	Jamicia	CCP 17, Step 5 Campus Research Spec	AFSCME	

Lopez	Maribel	Professor	4C's	
Lynch	Erika	Dir. WDCE Step 11	4C's	
Martorelli	Christina	GPA 1 Step 3	AFSCME	
Mastropetre	Sandra	GPA 2, CCP18-12, Step 3	AFSCME	
Mattheis	Mary	Asst. Prof	4C's	
McLawhorn	Jessica	Professor	4C's	
Moncada	Laura	GPA 1	4C's	
Osei	Samuel	Professor	4C's	
Payne	Morganna	GPA 1 Level 16, Step 3	4C's	
Perrault	Conor	CCP 18	4C's	
Phillips	Terrence	Library Assoc. Step 3	4C's	
Poitras	Ashley	GPA 1 Step 16 CCP ACL 12	4C's	
Prior	Roberta	GPA 1	AFSCME	
Provenzano	Kelly	Asst. Prof	4C's	
Ruggiero	Jill	Assoc. Prof	4C's	
Samsel	Mia	Asst. Prof	4C's	
Serrantino	Susan	Campus Supervisor-Enrollment Svcs	4C's	
Vaz	Tammy	Assoc. Prof	4C's	
Vertucci	Guiseppe	Assoc. Prof	AFT	
Wood	Megan	GPA 1 Level 16, Step 4	AFSCME	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

CT STATE
COMMUNITY COLLEGE
HOUSATONIC

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Dr. Manuel Gomez, Interim CEO

RE: 2024-2025 CT State Promotion Recommendations (Housatonic)

Below are the 2024-2025 CT State- Housatonic recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Adomako	Kofi	Instructional Support Specialist	4Cs	
Cain	Rachel	Associate Professor	AFT	
DeLuise	Alexandra	Instructor	AFT	
Feliciano	Monserrate	CC Professional 17-12		
Jimenez	Natalia	IT Technician 2	4Cs	
Keaney	Matthew	Instructor	AFT	
Kirven	Stephane	Instructor	AFT	
Lefland	Charlotte	CC Professional 14/10	4Cs	
Lutris	Jennifer	CCP-18	4Cs	
Morales	Letizia	Assistant Professor	AFT	
Munk	Emily	Instructor	AFT	
Murati	Murati	Campus Supervisor Fin Aid	4Cs	
Pizarro	David	IT Technician 2	4Cs	
Rampino	Tatiana	19-3	4Cs	
Reinoso	Carlos	Instructor	AFT	
Reynolds Kaye	Jennifer	CC Professional 19-12	4Cs	
Santa Maria	Kristin	Instructor	AFT	

Santiago	Alyssa	GPA I	4Cs	
Tecci	April	GPA 1	4Cs	
Ward Roberts	Fabiola	Professional 1-12	4Cs	
Washington	Jazmyne	Instructor	AFT	
Wehr	Marilyn	Counselor/ AS coordinator	4Cs	
Wyckoff	Robert	Associate Professor	AFT	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

OFFICE OF THE CEO
GREAT PATH, MS# 1
MANCHESTER, CT 06040
860-512-3000
CTSTATE.EDU

DATE: April 10, 2024

TO: President John Maduko, M.D.

FROM: Dr. Nicole Esposito, CEO *Nicole Esposito*

RE: 2024-2025 CT State Manchester Promotion Recommendations

Below are the 2024-2025 CT State Manchester recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Arnold	Teresa	Associate Director of Development & Communications	4C's	
Bonesteel	Matthew	Enrollment Management Specialist	4C's	
Carter	Catherine	Guided Pathways Advisor II	4C's	
Church	Jacqueline	Assistant to Director of IT	4C's	
Cohen	Richard	Assistant Professor	4C's	
Del Valle	Crystal	Instructor	4C's	
Dell	Garrett	Instructor	4C's	
Dowd	Adrienne	Assistant Professor	4C's	
Eberhardt	Brett	Assistant Professor	4C's	
Hamelin	Christopher	Associate Professor	4C's	
Hojda	Sage	Assistant Professor	4C's	
Hyman	Georgette	Assist Dir Disability Services & Testing	4C's	
Leslie	Brynn	Enrollment Management Specialist	4C's	
Lewis	Mary	Admission Processing Specialist	4C's	
Leyes	Maureen	Assistant Professor	4C's	
Lugo	Takia	Admission Processing Specialist	4C's	
Macknicki	Joseph	IT Technician 2	4C's	
Morales	Maritza	Library Assistant	4C's	
Oggel	Kate	Instructor	4C's	
Pence	Michael	Assistant Professor	4C's	
Platt	Kimberly	Assistant Professor	4C's	

Ross	Margery	Instructor	4C's	
Schultz	Carleigh	Director, Division of Workforce Development & Continuing Education	4C's	
Vig	Umesh	Director of Student Affairs Operations	4C's	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Kimblery A. Hogan, CEO

RE: 2024-2025 CT State Middlesex Promotion Recommendations

Below are the 2024-2025 CT State Middlesex recommendations for approval of Promotion.

Last Name	First Name	Title	Bargaining Unit	Comments
Foligno	Carrie	Instructor of Business	Congress	Demonstrated growth & competence, excellence in teaching, committee involvement commensurate with level of higher rank
Grande	Christopher	Information Technology Technician II	Congress	Demonstrated growth & competence, committee involvement, goes above and beyond, knowledgeable mac for all mac user needs, Microsoft accolades
Holzer	Juliann	Continuing Education Assistant	Congress	Demonstrated growth & competence, increased committee work and campus volunteering, integral in workforce development transformation to CT State
Ippolito	Elaine	Associate Professor, Health Information Management	Congress	Demonstrated growth & competence, student engagement, committee & Statewide Council involvement, goes above and beyond to stay current in field
Labbadia	Ashley	Associate Director of Finance and	Congress	Demonstrated growth & competence, goes above and

		Administrative Services		beyond for customer service, serves on multiple internal and external committees, community service involvement
Mishra	Nutan	Instructor, Sociology & Anthropology	Congress	Demonstrated growth & competence, excellence in teaching, chairs campus DEI Council and is on Statewide DEI Committee, CPE involvement, student club advisor
Orellana Rivera	Ingrid	Director of Student Activities	Congress	Demonstrated growth & competence, goes above & beyond, multiple committee involvement, students are engaged and retained through her efforts, attended emerging leader academy
Petrucelli	Briana	Guided Pathways Advisor I	Congress	Demonstrated growth & competence, multiple committee involvement, community service work, completed emerging leader academy
Reinwald	Donovan	Librarian	Congress	Demonstrated growth & competence, multiple committee involvement, involved in campus DEI work, goes above and beyond for student engagement with information literacy
Rubin	Yvonne	Information Technology Technician II	Congress	Demonstrated growth & competence, committee involvement, goes above and beyond especially being short staffed, community service involvement and excellence in customer service
Slesinski	Tessa	Student Orientation and Onboarding Coordinator	Congress	Demonstrated growth & competence, received Outstanding New Professional, civic engagement, serves as student club advisor, serves on multiple committees
Veronneau	Patrick	Guided Pathways Advisor II	Congress	Demonstrated growth & competence, serves as student

				club advisor, presents to classrooms, completed the Emerging Leaders Academy, serves on multiple committees, goes above and beyond and represents our campus on college governance.

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Dr. Lisa Dresdner, CEO

RE: 2024-2025 CT State Promotion Recommendations (Naugatuck Valley)

Below are the 2024-2025 CT State- Naugatuck Valley recommendations for approval of Promotion.

Please note that the AFSCME members chose against having a committee review and instead had only me review their promotion applications.

Last Name	First Name	Current Title	Bargaining Unit	Comments
Villanueva	Nephtali	Director of Information Technology	AFSCME	Demonstrates leadership, across campus collaboration, creative problem-solving with large projects: multi-factor authentication coordination, HyFlex room and refreshed 39 smart classrooms on campus; contributed to reconfiguring T517 to student lounge w/laptop kiosk; 90% completion rate of tickets within 2 days.
Goudreau	Christopher	Academic Technician I	AFSCME	Demonstrates significant growth; filled gap in Networking after departure of staff; committed to

				professional development (EDUCAUSE, and variety of courses on Udemy and via system office); point person for external events; proficient trouble-shooter to resolve tech problems.
Nguyen	Hien	Instructor of Math	AFT	Hien has worked at NV for 7 years and this is her first promotion; her application has significant evidence to demonstrate growth and engagement with students and campus activities.
Gertner	Camela	Assistant Prof of Accounting	AFT	
Blake	Karen	Dir of Student Activities	Congress	

Bueno	Elanne	Clinical Coordinator, Nursing	Congress	Member of ACEN self-study committee; Nursing Advisory Board; mentors adjunct faculty; organized FIT testing for students; completed her doctorate.
Cahal	Aisha	Assistant Professor of Nursing	Congress	Published several articles on nursing theories; collaborated on accreditation report; Simulation Committee; Advises Nursing Student Club
Calabrese	Lisa	Campus Enrollment Supervisor (Interim Registrar, Assistant Admissions Director)	Congress	Since last promotion in 2021 has taken on three different roles: demonstrates leadership and growth in navigating change and supporting students. Multitude of training and prof dev seminars demonstrates commitment to students; serves on multiple committees; problem solver, notably efforts to resolve issues in health sciences and nursing.
Collette	Paul	Assistant Professor of DARC	Congress	Efforts to improve retention by contacting current and past DARC students; invested in faculty advising; participates in Open Houses and orientations; completed online pedagogy best practices; example of supporting and advocating for students in internship situation; participated in program alignment for CT State; CEUs to stay current in field; Serves on Threat Assessment Team, Statewide Discipline Council; CT State Curriculum Congress, and CT State Senate representative. Organized

				special speaking event for Quinebaug. Worked with city of Waterbury to formalize Student Affiliation Agreement for Student Intern Opportunities.
D'Amore	Deirdre	GPA 1	Congress	Has one of largest caseloads (288); participates in many ways by attending STEM and student events to connect with students; initiated outreach plan with engineering faculty to be guest speaker each semester; works directly with faculty advisors for NViSION students to review proper sequence of courses; mentored students for Pratt and Whitney internship; collaborates with PASS and other staff to support students; Only GPA on CT State Adv Mfctg Council; still serve on Governors Council on Women and Girls; Waterbury Chamber STEM expo tours; supported ABET accreditation.
DiMauro	Margaret	Instructor of Communication	Congress	Completed her doctorate and defended dissertation on media literacy; participated in several prof dev workshops; Statewide Discipline Council; Secretary of CT State Communications Study Group; Introduced Media Literacy Week to courses & on bulletin board; designed logo jump started communication bulletin board; creative assignments that promote active learning. Best Practices of Online Pedagogy, especially noted

				Universal Design and Accessibility – more prof development and use strategies regularly. Statewide committee. Designed new course.
Falcone	Christin	GPA 1	Congress	Completed training for GPA and in fall 2022 participated in a range of prof dev workshops offered through a grant (QPR, 2-1-1 Infoline training; CPR, etc.). Completed required hours of clinical supervision and experience to become Licensed Professional Counselor; serves on new student orientation committee; advisor to Astrology Club; professional certification for "College Student Well Being: Trauma and Resilience."
Goulet	Bonnie	Campus Advising Lead	Congress	Shows growth in implementing the Guided Pathway model at NV with one of the largest groups of GPAs; leadership has supported increase in enrollment and retention; serves on many local committees and is the co-chair of CT State Advising Council and member of CT State Curriculum Congress
Logue	Samantha	Clinical Coordinator, Nursing	Congress	Restructured and redesigned nursing sim lab activities for first year students; negotiates cost savings when ordering supplies for lab; Acen self-study committee; co-advisor to nursing student government; volunteers for student food pantry run;

				actively engaged in campus events.
Lopes	Alexandra	GPA 1	Congress	Much of the work noted for growth in collaboration, leadership, and initiative took place on Danbury campus, before reclassified as GPA 1. Those elements show enough evidence for promotion, but I will be suggesting opportunities for further growth in collaboration and campus initiatives before next promotion.
Lopez-Castro	Marisol	Registration Specialist	Congress	Strong technological skills make her the "go to" person for tech questions; highly collaborative and solution-oriented; more than halfway done with Master's degree.
McBrien-Downs	Tammy	Mental Wellness Counselor	Congress	Highly collaborative (SNAP, GPAs, CCS professors) and shows leadership in developing wellness initiatives on Danbury campus. Planned and organized first Dnbury Fresh Check Day. Takes advantage of numerous prof dev opportunities.
Mahar	Tracy	Assistant WAVE Worksite Coordinator	Congress	Demonstrates significant growth in expanding WAVE program to Danbury campus and supervising two new EAs; leadership in developing service opportunities for students and expanding connections with community; developed an orientation retreat for new student cohorts; expanded internship placements for students.

| Nielsen | Latisha | Associate Professor of Sociology | Congress | Promotion to full professor in such a short time requires evidence of substantial growth and leadership across the campus and statewide. Dr. Nielsen meets the requirements in numerous ways: Increased variety of pedagogical delivery to encourage more active learning, including creative use of TikTok and peer review; adopted universal design; Offers service learning opportunities to students; mentored honors students; club advisor. Barnes Institute; helps evaluate CCS adjunct faculty; Center for Racial Dialogue & Communal Transformation; took courses to qualify to teach political science courses, important since we don't have FT PoliSci faculty. UConn Research team on gun violence; volunteer at methadone rehab clinic in community; System-wide committees such as Faculty handbook committee; assessment advisory committee; OER; prof dev for facilitating sensitive conversations; department chair; SDC committee; curriculum congress; alignment committees. |
| Omar | Sohair | Campus Director of Institutional Research | Congress | Exceptional work above and beyond regular duties: priority research and analytical support advances various campus initiatives (WAVE, PACT, |

				CCAMPIS, PASS); instrumental in designing surveys for faculty/staff and advising CT State on effective survey instruments; responds quickly and thoroughly to multiple local data requests; gives presentations to tell "data story" at multiple events; mentors WCEC students.
Ortiz	Jenny	GPA 1	Congress	Shows growth in active engagement in numerous ways, including New Student Registration Committee; Transfer Committee for which she facilitates transfer events on Danbury campus; CREAR Futuros liaison; strong advocate for ESOL learning and is completing TESOL certificate;
Readel	Alanna	Transfer Credit Specalist	Congress	Demonstrates innovation through streamlining forms and creating flyers; shows growth through collaborations with WCSU to facilitate Danbury students using facilities; supports Danbury campus with a One Stop approach even though she's "back office."
Rodriguez	Samantha	GPA 1	Congress	Beyond the required prof dev workshops for a GPA, participated on a search committee and the Transfer Student Workshop Committee. Also shows evidence of exceptional advising and outreach to students. Much of Prof Dev was done in 2022; will be encouraging her to show more growth in that area.
Scharfenberger	Adam	Instructor of Mathematics	Congress	Adam has a Ph.D. and that alone should promote him;

				however, he has co-authored an article in a peer reviewed journal, taken advantage of multiple prof dev opportunities and applies the research-based teaching techniques in his classroom; numerous rave reviews from students grateful that he makes math understandable.
Sepanski	Courtney	Child Development Teacher	Congress	Takes on the leadership role of being "in charge" when the director is out – gave examples of handling emergencies when in this role; initiated two new, special events since last promotion that cultivate diversity and inclusion. Mentors new staff. Advocates for funding through senators.
Shultz	Tanya	Degree Audit Tech Specialist	Congress	Transitioned to new role since last promotion: implemented using Degree Works to document transfer credits; problem solver – helped to identify course subs and variance wavers to ensure student progress; Systemwide she handled 24% of enormous volume of DW tickets and 7K course substitutions; volunteers as local campus events; supports WAVE; initiated student club.
Smith	Tara	GPA 1	Congress	Application covered two roles since last promotion was 2018 (Graphic Specialist and GPA 1): during COVID shutdown, transitions numerous publications to online in short time to communicate new procedures; created

				high quality publications including annual Community Report and Foundation Annual Report; integral to transitioning .pdf Catalog to online, accessible catalog. As GPA, she was top performing GPA on her team in fall 2023.
Williams	Nicole	Clinical Coordinator, Nursing	Congress	Found four new clinical opportunities by developing relationships with community partners, which also resulted in new clinical experience for Rad Tech; developed new LPN transition course; helped with FIT testing; co-advisor for Nursing Student Club.

Please reach out to me if you have questions or concerns related to this matter.

April 15, 2024

To: Chancellor Cheng & Pres. Maduko

From: Michael A. Rooke, Ph.D., President

Re: 2024 Promotion & Tenure Recommendations

The following are my recommendations for Promotion and Tenure from CT State Northwestern, which are to be effective on July 1, 2024.

TENURE:
Douglas Mooney
Richard Boger-Hawkins

PROMOTION:

Nicole Cesarek
Joanna Cyr
Deborah Kline
Gail Kulas
Ruth Gonzalez
Kristine Kennedy
Christopher Logan
Douglas Mooney
James Patterson
Lisselot Pimentel
Courtney Puckett
Rebecca Russo
Robert Turner
Jaclyn Vincent
Danielle Whitaker

I request that the Board of Regents receive these recommendations as information. Please let me know if you have any questions.

Sincerely,

Dr. Michael A Rooke
President
CT State Northwestern

Cc:

       Erin Ransford
       Pam Heleen

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Cheryl C. De Vonish, CEO

RE: 2024-2025 CT State Promotion Recommendations (Norwalk)

Below are the 2024-2025 CT State-Norwalk recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Alcin	Esther	CDLS Teacher	AFSCME	
Bryant-Smith	Kimberly	Librarian	Congress	
Burton	Lee	I.T. Tech II	Congress	
Casper-Roth	Julie	Media Tech Faculty	Congress	
Clarke	Kelly	Culinary Arts/Hospitality Prog. Coordinator	AFT	
Dominque	Ezechiel	Director of Nursing & Allied Health Division	Congress	
Londono	Laura	CDLS Ass't Teacher	Congress	
Lupulio	John	I.T. Tech I	Congress	
McNeil	Joan	Nursing Faculty	Congress	
Smith	Karla	Guided Pathways Advisor	AFSCME	
Titus	Pracilya	Guided Pathways Advisor	Congress	
Vincent	Jainy	ESL Faculty	Congress	
Wang-Huang	Feng Alison	Director of Library	Congress	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 10, 2024

TO: President John Maduko, M.D.

FROM: Dr. Karen Hynick, CEO

RE: 2024-2025 CT State Promotion Recommendations (Campus)

Below are the 2024-2025 CT State- Quinebaug Valley recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Greer	Tamara	Reference and Instruction Librarian	4Cs	
Hernandez	Deneuve	Library Associate	4Cs	
Shizume	Timothy	Assistant Professor	4Cs	
Stanley	Justin	Academic Associate	4Cs	
Wolanin	Monique	Director of Institutional Advancement	4Cs	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

CT STATE
COMMUNITY COLLEGE
THREE RIVERS

DATE: April 11, 2024

TO: President John Maduko, M.D.

FROM: Dr. Mary Ellen Jukoski, Three Rivers President

RE: 2024-2025 CT State **Promotion Recommendations - Three Rivers Campus**

Below are the 2024-2025 CT State- Three Rivers recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Angulo	Olan	Network Manager	AFSCME	
Barry	Todd	Associate Professor	AFT	
Fitzgerald	Amanda	Assistant Professor	Congress/4C's	
Gilot	Cheryl	Professor	AFT	
Jacobson	Bret	Project Director	Congress/4C's	
LaCasse	Meghan	Assistant Director of Institutional Advancement	Congress/4C's	
Lamiotte	Maria	Guided Pathways Advisor I	Congress/4C's	
Lynch	Jessica	Guided Pathways Advisor I	Congress/4C's	
Nixon	Jeff	Associate Professor	AFT	
Parker	Rashita	Financial Aid Specialist II	Congress/4C's	
Sanchez	Karina	Guided Pathways Advisor I	AFSCME	
Slater	Justin	Enrollment Management Specialist	Congress/4C's	
Willcox	Elizabeth	Guided Pathways Advisor I	Congress/4C's	

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2

DATE: April 1, 2024

TO: President John Maduko, M.D.

FROM: Dr. Darryl Reome, CEO

RE: 2024-2025 CT State Promotion Recommendations (Tunxis)

Below are the 2024-2025 CT State Tunxis recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Baroni	Jeanette	Continuing Education Assistant	Congress	
Boulay	Carolyn	Librarian	Congress	
Cardoso	Jenny	Campus Research Specialist	Congress	
Fox	Hannah	Guided Pathways Advisor I	Congress	
Hamel	Shaina	Allied Health Coordinator	Congress	
Lekram	Maline	Financial Aid Specialist	Congress	
Marino	Victoria	Continuing Education Assistant	Congress	
Mihelis	Nicole	Guided Pathways Advisor I	Congress	
Mountassir	Mohamed	Tutor	Congress	
Passini	Susan	Director, Workforce Development & Non-Credit Programs	Congress	
Pittman	Kelly	Guided Pathways Advisor I	Congress	
Reilly	Joseph	Director, Library Services	Congress	
Simoes	Arthur	Academic Assistant (Photo Lab)	Congress	
Tabol	Nicole	Guided Pathways Advisor I	Congress	
Telesco	Nicolo	Library Associate	Congress	
Vrublevski	Eugene	System Librian	Congress	
Woodford	Adam	Tutor	Congress	

Brockway	Josephy	Instructor, Foreign Languages → Assistant Professor		
Elterich	Geoffrey	Instructor, English → Assistant Professor		
Enns	Brian	Instructor, Criminal Justice → Assistant Professor		
Giannakopoulos	Michelle	Instructor, English → Assistant Professor		
Hinton	Michael	Instructor, English/Theater Studies → Assistant Professor		
Sieffert	Melissa	Instructor, First Year Experience → Assistant Professor		
Turner	Ryan	Instructor, Sociology → Assistant Professor		
Grant-Washington	LaKisha	Assistant Professor, Psychology → Associate Professor		
LaRosa	Julie	Assistant Professor, Dental Assisting → Associate Professor		
Tinone	Marcia	Assistant Professor, Chemistry → Associate Professor		
Williams	Rashida	Assistant Professor, English → Associate Professor		
Hall	Alicia	Associate Professor, English Second Language → Professor		
Heron	Lauren	Associate Professor, Dental Hygiene → Professor		

Feel free to reach out to me if you have questions or concerns.

DATE: April 11, 2024

TO: President John Maduko, M.D.

FROM: Dr. Michelle Coach, CEO

RE: 2024-2025 CT State – Asnuntuck Tenure Recommendations (Campus)

Below are the 2024-2025 CT State - Asnuntuck recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
Brown	Jennifer	Director of Non-Credit Programs	4Cs	Please see attached.

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 11, 2024

TO: John Maduko, President

FROM: G. Duncan Harris, CEO

RE: 2024-2025 CT State Tenure Recommendations (Capital)

Below are the 2024-2025 CT State – Capital recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit
Nyez	Jonathan	Professor	AFT
Cocchiola	Linda	Associate Professor	Congress
Cohen	Rachel	Associate Professor	Congress
Dibble	Meghan	Clinical Coordinator	Congress
Lewis	Daniel	Librarian Head of Reference & Instruction	Congress
Sanchez-Blanco	Adolfo	Associate Professor	Congress

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 10, 2024

TO: President John Maduko, M.D.

FROM: Dr. Scott J. Kalicki, Interim CEO

RE: 2024-2025 CT State - Gateway Tenure Recommendations

Below are the 2024-2025 CT State - Tenure recommendations for approval of Promotion:

Last Name	First Name	Title	Bargaining Unit	Comments
Ballinger	Allan	Assoc. Prof	AFT	**Exception – in 6th year**
Carvalho-Rubino	Celia	CCP-17, Step 7	4C's	**Exception - 1 year Standard Appointment plus 10 years Special Apppointment**
Cull	Teresa	Assoc. Prof	4C's	**Exception – in 6th year**
Kraus	Sandra	Asst. Prof	AFT	**Exception -in 6th year**
Rodrigues	Rose-Mary	Assoc. Prof	4C's	**Exception – in 5th year**
Vertucci	Guiseppe	Assoc. Prof	AFT	**Exception – 5 years Standard Appointment plus 2 years Special Appointment**

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Dr. Manuel Gomez, Interim CEO

RE: 2024-2025 CT State Tenure Recommendations (Housatonic)

Below are the 2024-2025 CT State recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
Pepin	Kyle	Associate Professor	4Cs	
Scobie	Adam	Director, AMTC	4Cs	
Wyckoff	Robert	Associate Professor	AFT	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

DATE: April 10, 2024

TO: President John Maduko, M.D.

FROM: Dr. Nicole Esposito, CEO *Nicole Esposito*

RE: 2024-2025 CT State Manchester Tenure Recommendations

Below are the 2024-2025 CT State Manchester recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
Ryan	Rosemary	Program Director, Dental Assistant	4Cs	

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

From: Ruggieri, Corey M <CRuggieri@mxcc.commnet.edu>
Sent: Thursday, April 11, 2024 4:18 PM
To: Arroyo, Dennisse <DArroyo@commnet.edu>
Subject: RE: CT State Middlesex Educational Excellence and Merit Award Recommendations 2024

Hi Dennisse,

Yes, we do. We have one, Elaine Ippolito.

Best regards,
Corey

From: Arroyo, Dennisse <DArroyo@commnet.edu>
Sent: Thursday, April 11, 2024 3:10 PM
To: Ruggieri, Corey M <CRuggieri@mxcc.commnet.edu>
Subject: RE: CT State Middlesex Educational Excellence and Merit Award Recommendations 2024

Hi Corey,
Does Middlesex have any Tenure applications.

From: Ruggieri, Corey M <CRuggieri@mxcc.commnet.edu>
Sent: Tuesday, April 9, 2024 1:44 PM
To: Maduko, John <JMaduko@commnet.edu>
Cc: Arroyo, Dennisse <DArroyo@commnet.edu>; Hogan, Kimberly A <KHogan@mxcc.commnet.edu>
Subject: CT State Middlesex Educational Excellence and Merit Award Recommendations 2024

Dear Dr. Maduko,

The attached memo lists Middlesex's recommendations for the Educational Excellence and Merit Awards.

Best regards,
Corey

Corey Ruggieri

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Dr. Lisa Dresdner, CEO

RE: 2024-2025 CT State Tenure Recommendations (Campus)

Below are the 2024-2025 CT State recommendations for approval of Tenure: Neither AFT nor AFCSME members applied for tenure this year.

Last Name	First Name	Title	Bargaining Unit	Comments
Mahar	Tracy		Congress	
Tracy Mahar has made exceptional contributions to the NV campus community: she is active on college committees, and her service projects reflect her commitment to the institution and its mission. Moreover, these projects with students connect the campus with the broader community. Her work not only advances her current role, but it embodies the core values of our institution, including a commitment to academic excellence, diversity, and community engagement. Ms. Mahar has shown growth in multiple ways, including hosting workshops and inviting the campus community to engage with the WAVE students. She inspires students to participate in community service projects even on the weekends, and has over the last several years taken her cohort of students on a retreat to start the semester. Significantly, Ms. Mahar has expanded the WAVE program to the Danbury campus, supervises two new EAs to support the program, and has developed a monthly newsletter that highlights student and campus events.				

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

April 15, 2024

To: Chancellor Cheng & Pres. Maduko

From: Michael A. Rooke, Ph.D., President

Re: 2024 Promotion & Tenure Recommendations

The following are my recommendations for Promotion and Tenure from CT State Northwestern, which are to be effective on July 1, 2024.

TENURE:
Douglas Mooney
Richard Boger-Hawkins

PROMOTION:

Nicole Cesarek
Joanna Cyr
Deborah Kline
Gail Kulas
Ruth Gonzalez
Kristine Kennedy
Christopher Logan
Douglas Mooney
James Patterson
Lisselot Pimentel
Courtney Puckett
Rebecca Russo
Robert Turner
Jaclyn Vincent
Danielle Whitaker

I request that the Board of Regents receive these recommendations as information. Please let me know if you have any questions.

Sincerely,

Dr. Michael A Rooke
President
CT State Northwestern

Cc:
       Erin Ransford
       Pam Heleen

DATE: April 12, 2024

TO: President John Maduko, M.D.

FROM: Cheryl C. De Vonish, CEO

RE: 2024-2025 CT State Tenure Recommendations (Norwalk)

Below are the 2024-2025 CT State Norwalk recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
Mendola	Nicole	Lecturer Exercise Science	Congress	Tremendous Growth demonstrated. Evidence in improved teaching; evolving service to include the program and campus community and excelled in leadership.

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

CT STATE
COMMUNITY COLLEGE
THREE RIVERS

DATE: April 11, 2024

TO: President John Maduko, M.D.

FROM: Dr. Mary Ellen Jukoski, Three Rivers President

RE: 2024-2025 CT State **Tenure Recommendations** - **Three Rivers**

Below are the 2024-2025 CT State Three Rivers recommendations for approval of **Tenure**:

Last Name	First Name	Title	Bargaining Unit	Comments
Gilot	Cheryl	Professor	AFT	
Nixon	Jeffrey	Associate Professor	AFT	

Below are the 2024-2025 CT State Three Rivers recommendations to not approve for Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
-	-	-	-	-
-	-	-	-	-

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

CT STATE
COMMUNITY COLLEGE
TUNXIS

DATE: April 11, 2024

TO: President John Maduko, M.D.

FROM: Dr. Darryl Reome, CEO

RE: 2024-2025 CT State Tenure Recommendations (Tunxis)

Below are the 2024-2025 CT State Tunxis recommendations for approval of Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
Green	Rachel	Professor, Dental Hygiene		
Hamel	Shaina	Allied Health Coordinator		
Kosior	Deborah	Learning Disabilities Specialist		
Mann	Kelly	Professor, Psychology		
Simoes	Arthur	Academic Associate (Photo Lab)		

Below are the 2024-2025 CT State Tunxis recommendations to not approve for Tenure:

Last Name	First Name	Title	Bargaining Unit	Comments
None				

Please feel free to reach out to me directly if you have questions or concerns related to this matter.

CCSU

Central Connecticut State University

MEMORANDUM

TO: Terrence Cheng, President
Connecticut State Colleges and Universities System

FROM: Zulma R. Toro, President
Central Connecticut State University

DATE: December 13, 2023

RE: Sabbatical Leaves for 2024-2025

I have approved the following sabbatical leaves for instructional faculty at Central
Connecticut State University for the 2024-2025 academic year:

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Yusuf	Albayram	Associate Professor	Computer Science	Developing an Interactive Platform for Learning Web Programming and Auto-Grading Web Programming Assignments	Fall 2024
Trevor	Allen	Associate Professor	Political Science	The Far Right and the Left Behind: The Demographic Deepening and Surprising Durability of Western Europe's Rightwing Populists	Fall 2024
Julia	Blau	Associate Professor	Psychological Science	Sensing and Perceiving Textbook Project	Fall 2024
Jeanne	Criscola	Associate Professor	Art and Design	Title of Book Project - Reading Color: Type in and on Color	Spring 2025
Guy	Crundwell	Professor	Chemistry and Biochemistry	Using the Sonogashira coupling reaction to create asymmetric diarylalkynes- a synthetic pathway to asymmetric 2,3-diarylquinoxalines	Fall 2024
Robert	Dowling	Professor	English	Sam Shepard: A Place in Time (Scribner Publishers)	Fall 2024
Mark	Evans	Professor	Earth and Space Sciences	Manuscript Completion for Three Geoscience Research Projects	Spring 2025
Joseph	Farhat	Professor	Finance	The impact of Corporate Social Responsibility on the Cost of Debt	Fall 2024

1615 Stanley Street – P.O. Box 4010 – New Britain, Connecticut 06050-4010 – T: 860-832-3000 – F: 860-832-3033 – www.ccsu.edu

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Amanda	Greenwell	Associate Professor	English	"Less of the Hangups about White Being Right": Jessie Jackson and the Landscape of Mid-Twentieth-Century Juvenile Book Publishing for Authors of Color	Fall 2024
Heidi	Hughes	Associate Professor	Management and Organization	Second Chance Employment: Connecting Employers and returning citizens with gainful employment	AY 2024-2025
Mark	Jones	Professor	History	Two Projects: **Edited Volume** - *An Emotional Revolution: Loves and Loyalties in Imperial Japan (1895-1945)* **Book Manuscript** - *Feeling Modern: Romantic Love and Marriage among Interwar Japan's Middle Class*	Spring 2025
Eben	Kling	Associate Professor	Art and Design	On the Beach Again, A Graphic Memoir Based in 3D Modeling Methods	Fall 2024
Jeffery	Kreeger	Associate Professor	Geography, Anthropology, and Tourism	Improve Teaching Excellence Through Research and Experience	Fall 2024
Byung	Lee	Associate Professor	Criminology and Criminal Justice	Survivors of Sexual Violence in Puerto Rico: Correlates of Online Victimization	Spring 2025
Mary Ann	Mahony	Professor	History	Contextualizing Jorge Luis Morales Torres' Roots of the Caribbean Mural at Central Connecticut State University through Digital Humanities	Spring 2025
Eran	Makover	Professor	Mathematical Sciences	Short curves on Surfaces	Fall 2024
Thomas	Mione	Professor	Biology	The Taxonomy, Reproductive Biology and Biogeography of Wild Tomatoes of the genus Jaltomata	Spring 2025
Damon	Mitchell	Professor	Criminology and Criminal Justice	Validation of a Criminogenic Thinking Scale for Justice-Involved Women	Fall 2024
Cara	Mulcahy	Professor	Literacy, Elementary and Early Childhood Education	Critically Engaged and Culturally Compassionate Learning: An Instructional Framework	Spring 2025
Elisabeta	Pana	Professor	Finance	The Higher Education Emergency Relief Fund (HEERF) Grant Program: Evidence of Impact on Program Participants	Spring 2025
Deborah	Spillman	Associate Professor	English	"Victorian Waste and Recycling"	AY 2024-2025
Ben	Tyson	Professor	Communication	Assessing and Promoting Landcare Catchment Water Conservation Efforts in the South Pacific	Spring 2025
Jacob	Werblow	Professor	Curriculum and Instruction	Education for Transformation: Research and Teaching in the Masters of Politics and Practice of Education and Innovation Program at the Universidad de Malaga (Spain)	Fall 2024

Bin (Brenda)	Zhou	Professor	Engineering	Quantitative and Qualitative Analyses of a Summer Outreach Program on Its Effectiveness of Encouraging High School Students to Pursue College Education and Careers in STEM	Fall 2024

In addition, I have also approved the following SUOAF sabbatical leave for the period of July 1, 2024 to June 30, 2025:

Amy	Kullgren	Director of Client Support Services	Information Technology	Optimizing the practice of providing technology support at CCSU by student workers: resources, skill development, research, best practices, and recommendations	July 1, 2024 – June 30, 2025

November 1, 2023

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

Attached are my recommendations for the 2024 - 2025 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Elsa Núñez
President

Attachment

cc: Dr. Rai Kathuria, Provost & Senior VP Academic & Student Affairs, BOR
       Ms. Pam Heleen, Associate Director of Board Affairs, BOR
       Dr. William M. Salka, Provost and Vice President for Academic Affairs
       Dr. Emily Todd, Dean, School of Arts and Sciences
       Dr. Niti Pandey, Dean, School of Education and Professional Studies

Eastern Connecticut State University
Sabbatical Recommendations for Instructional Faculty
For Academic Year 2024 – 2025
In Alphabetical Order

Dr. Olugbenga Christopher Ayeni
Business Administration Department
Full Year
This sabbatical will expand the scope of Dr. Ayeni's scholarly work by fusing his research inquiry with teaching. It will help improve his teaching and curriculum development collaboration skills. Specifically, this project will result in journal publications of two research papers: a) political advertising in a pluralist democracy and b) the economic challenges of audience measurement and their impact on marketing communications.

Dr. Cara Bergstrom-Lynch
Sociology, Anthropology, Criminology, and Social Work Department
Spring 2025
Scholars are reckoning with structural racism in higher education. Since 2020, Dr. Bergstrom-Lynch has led annual department-level surveys, whose findings indicate that BIPOC students perceive classroom racial climate more negatively than white students. With this project, she will be conducting 5-6 focus groups (Spring-Fall 2024) to explore why and how students' perceptions/stories of classroom racial climate vary. This sabbatical will allow her to: (1) submit this research to a peer-reviewed journal; (2) pursue professional development opportunities with the nonprofit Wellesley Racial Justice Initiative; and (3) develop antiracist teaching workshops for faculty, in collaboration with CTLA. CSU would benefit from an improved climate for BIPOC students.

Dr. Theresa Bouley
Education Department
Fall 2024
This sabbatical will allow Dr. Bouley to complete and submit a book manuscript that is under contract with Rowman and Littlefield titled, *The Great Female Exodus: Explaining Today's Teacher Shortage.* She will use the leave to write, conduct focus groups with educators, interpret and analyze data, and complete the manuscript.

Professor Alycia Bright Holland
Communication, Film and Theatre Department
Fall 2024
Professor Bright Holland will use her sabbatical to further her scholarship/creative activity and professional goals. She intends to develop and present a devised Public Performance that utilizes documentary and community-based theatre practices and explores Performance as Public dialogue. This is a culmination of a three-part series, the first two parts of which have been well received locally and internationally, forging meaningful connections concerning themes of restorative justice between the CSU community and the broader world stage.

Dr. Peter Drzewiecki
Environmental Earth Science Department
Fall 2024
This sabbatical will allow Dr. Drzewiecki to pursue three objectives: (1) completing a project in the Spanish Pyrenees by conducting fieldwork and writing two journal articles, (2) establishing externally funded research with geologists from The Spanish Institute for Earth Science and Equinor, ASA, and (3) improving his teaching by developing class exercises from data collected during fieldwork and mentoring an EES Honors student. This will enhance his research and teaching at Eastern and allow him to grow as a professional. In addition, it will raise the research profile and establish external funding for Eastern and the CSU system.

Dr. Christine Garcia
English Department
Spring 2025
Though celebrated as an important writing theorist within the discipline of Rhetoric and Composition, there is currently no existing scholarship that focuses specifically on Gloria Anzaldua's time spent teaching college writing, both at the University of Texas and at Vermont College. After conducting extensive archival research on her teaching materials, gathering her teaching artifacts, and collecting student and administrative insight into Anzaldua as a college writing professor, Dr. Garcia is now prepared to draft and publish this material. This sabbatical will support this important work.

Dr. Jehoon Jeon
Business Administration Department
Spring 2025
Dr. Jeon will use this sabbatical to undertake four research projects: 1) explore the role of trust judgement in online health information seeking; 2) examine the impact of conflicting information on social media users' intention to get annual COVID-19 vaccine; 3) framing and stereotyping natural disasters in the U.S. news media; and 4) exploring the role of ChatpGPT utilization in culturally relevant education. The successful completion of these projects will expand his research agenda and create opportunities for interdisciplinary collaboration. Furthermore, the experience will contribute to the development of new courses and curriculum, aligning with AACSB accreditation standards.

Dr. Steve Muchiri
Economics and Finance Department
Spring 2025
Dr. Muchiri will conduct research on resource deprivation *in utero,* utilizing election violence in Kenya as a natural experiment. He has been invited to be a visiting scholar at the Elimu Center, located at Kisii University, one of Kenya's public universities. Additionally, he will be completing a manuscript that compares hospital readmission rates in the US with those of countries such as Brazil, where comparable policies have not been established. His collaboration with other institutions in Brazil and Kenya help elevate the reputation of Eastern.

Dr. Ricardo Perez
Sociology, Anthropology, Criminology, and Social Work Department
Full Year
Dr. Perez will use this year long sabbatical to complete the draft of a book manuscript, tentatively entitled *Authentically Global: Cuban Culture and Economy in the Age of Mass Tourism*. The project is based on his field research in Cuba over the past two decades and will examine the development of Cuba's tourism industry from the 1990s to the present. This project will also enhance the courses that he regularly teaches, benefiting the students in those courses.

Dr. Sarah Tasneem
Computer Science Department
Fall 2024
The NASA Planetary Data System hosts millions of Mars images. Deep Learning (DL), which uses multiple layers of Artificial Neural Networks to learn and process information, has achieved breakthroughs in varieties of applications, including image recognition. This project will explore the application of two DL Convolution Neural Network models to classify two NASA image datasets: MSL and HiRISE, featuring Mars surface and Mars orbital images, respectively. By applying state-of-the-art image classification approaches, the project aims to produce valuable research outcomes that will be published and used to develop up-to-date course materials, foster future external grants, and eventually benefit Eastern.

Southern Connecticut
State University

SCSU

Office of the President

December 15, 2023

Dr. Terrence Cheng
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

Greetings! I am granting sabbatical leaves for the following faculty during the 2024 -2025 academic year:

1. Christine Petto	History	18. Louise Shaw	Curriculum & Learning
2. Dushmantha Jayawickreme	Earth Science	19. Joseph Fields	Mathematics
3. Mikolaj Sulkowski	Biology	20. Melissa Talhelm	English
4. Derek Taylor	CMSS	21. JoAnn Abe	Psychology
5. Ericka Barnes	Chemistry & Biochemistry	22 John Jacobs	Psychology
6. Adiel Coca	Chemistry & Biochemistry	23. Rebacca Harvey	MFT
7. Andrew Richmond	English	24. Jessica Suckle-Nelson	Psychology
8. Joel Dodson	English		
9. Kelly Mabry	Communication Disorders	***Southern was allotted 24 Sabbatical Leaves for the AY 2024-25**	
10.Troy Rondinone	History		
11.Timothy Parrish	English		
12.Carmen Coury	History		
13.Olcay Yavuz	Educational Leadership & Policy Studies		
14.Kyle O'Brien	Recreation, Tourism & Sport Management		
15.Jia Yu	Economics		
16.Kevin Buterbaugh	Political Science		
17.Rex Gilliland	Philosophy		

Andrew Richmond, Associate Professor, English   **Rank 7**

Dr. Richmond's sabbatical leave will be used to create a digital humanities project that engages the environmental perspectives of medieval popular literature. He will construct a public-facing, academic website that puts his own 360-degree photographs, videos, and audio recordings of relevant environmental contexts and archaeological remains in dialogue with medieval texts written in or alongside those same locations. In addition to this sole-authored website, he will co-edit a special issue of the peer-reviewed journal *Digital Philology* with Prof. Aylin Malcolm (University of Guelph). In turn, they with co-author the introductory essay to that issu**e.**

Half Year at Full Pay   **Fall Semester**   **August 2024 – December 2024**

JoAnn Abe, Professor, Psychology   **Rank 21**

Dr. Abe's sabbatical leave will be used to get closure on two major ongoing research projects that she has been working on for the last couple of years. The first study examines the role habits and goals play in self-regulation. The second study explores the variety and impact of unexpected acts of kindness people have encountered in the real world. Both studies are an outgrowth of her past research and incorporate the cutting-edge tools of automated text-analysis to further illuminate the interrelations among emotion, cognition, and personality processes. She will have impressive data sets for both studies.

Ericka Barnes, Professor, Chemistry & Biochemistry   **Rank 5**

Direct Air Capture (DAC) of legacy atmospheric CO_2 is probed as a cost-effective strategy to address climate change. A suitable CO_2 adsorbent that can accommodate more CO_2 on its surface while consuming less energy is desired. Organically derived biochar, a sustainable graphene-like adsorbent, has shown promise due to its innate pore structure and surface area. Density Functional Theory (DFT) calculations with methodically increasing basis sets will be employed to optimize finite graphene-CO_2 model structures. The quantum confinement, adsorption energy, and hydrogen-termination effects will be investigated to determine the feasibility of graphene-like biochar as a DAC sorbent for CO_2 capture.

Kevin Buterbaugh, Professor, Political Science   **Rank 16**

Dr. Buterbaugh's sabbatical project will use a data set containing all ambassador appointments for five presidents (Bush, Clinton, Bush, Obama, and Trump) to assess how gender and racial discrimination affects who is chosen and where they are placed internationally. The project builds on earlier work which found that family status (marriage and children) was a significant obstacle to women being appointed to ambassadorships. This project will examine whether presidential partisanship is connected to gender discrimination. It will also examine, for the first time, the types of obstacles African-Americans face in being appointed to ambassadorships and if African Americans are more likely to be placed in some countries instead of others. Finding answers to these questions is important in order to insure that the U,S. diplomatic corps reflects the diversity of the U.S. and thus meets the ideals of bureaucratic representativeness and legitimacy.

Adiel Coca, Professor, Chemistry & Biochemistry   **Rank 6**

Dr. Coca plans to synthesize around 20-30 new tetrazole derivatives utilizing the catalysts gallium (lII) chloride in the presence of an ionic liquid solvent called 1-butyl-3-methylimidazolium hexaflourophosphate. The tetrazole derivatives will then be tested for antibacterial activity. If time allows, 20-30 oxazaborolidine derivatives will also be synthesized and tested for antibacterial activity. The work will be done in his research lab at SCSU.

Carmen Coury, Associate Professor, History   **Rank 12**

Dr. Coury will use her sabbatical leave to complete work on a series of interrelated oral historical research projects on the pandemic. In 2020, 2021, and 2022, she collected a series of oral histories that interrogated Covid-19's impact on Costa Rican lives. Her sabbatical will allow her to research and write an article based on her interviews from 2022 and to complete a fourth set of interviewees that reflect on how the pandemic transformed the interviewee's lives. She will use these interviews and other secondary research to put together a second article for publication in a leading journal in her field.

Joseph Fields, Professor, Mathematics   **Rank 19**

Dr. Field's proposes to write a new open-source book on discrete mathematics for computer science and data science majors. An outline of the proposed book includes Introduction, Sets and Logic, Proofs, Counting, Analysis of Algorithms, Recursion and Induction and Graphs and Designs. He intends to include certain topics that go beyond the current outline for Southern's MAT 178, including Turing machines, register machines, finite-state automata, n-ary relations, and big-O & small-o notations for algorithm complexity. Using the experience he has gained from his previous work in open-source publishing, he expects to produce ancillary materials including an exercise workbook, and a hints and solutions manual, by leveraging the source code files for the book.

John Jacobs, Professor, Psychology   **Rank 22**

Research on occupational mobility has neglected the issue of stability: specifically, whether a substantial percentage of the upwardly mobile do not retain their occupational gains. Dr. Jacob's hypothesizes that individuals who travelled upward from economically disadvantaged and lower socio-economic groups are at "high risk" for occupational reversals. His sabbatical leave project will use data collected by the British National Child Development Study and is comprised of l0,000 participants who have been followed for thirty years. Also, the project intends to identify social factors that might account for LSES groups being more vulnerable to reversals such as obstacles in accessing education and workplace discrimination.

Dushmantha Jayawickreme, Associate Professor, Earth Science   **Rank 2**

Dr. Jayawickreme's sabbatical leave is sought to successfully complete a groundwater conservation and sustainability project sponsored by a grant from the prestigious National Geographic Society. The project based in central Sri Lanka is tracking water cycling in terraced rice paddies, a ubiquitous, but rapidly disappearing agricultural land-use across southeast Asia to elucidate the contribution of these engineered landscapes to groundwater availability, sustainability, and long-term water security of the region's mountainous upland watersheds. The project is a collaboration between Southern, the University of Peradeniya in Sri Lanka, and the University of San Luis in Argentina that is currently funded through **6/2024** with a final project report due on **11/30/2024**.

Kyle O'Brien, Associate Professor, Recreation, Tourism & Sport Mgmt   **Rank 14**

Dr. O'Brien's sabbatical seeks to address several gaps in our understanding of dementia portrayal in children's literature. Recognizing the ambiguous use of "dementia" as an umbrella term and ageist stereotypes in existing children's books, this sabbatical aims to comprehensively examine these deficiencies through a multi-project research approach that will determine the extent to which different forms of dementia are depicted in children's literature, to also understand whether these books are helpful or insufficient and in what ways, and lastly to identify essential components of a children's story to effectively convey accurate and relatable portrayals of dementia and to provide support for children.

3

Troy Rondinone, Professor, History   **Rank 10**

Dr. Rondinone will use his sabbatical to conduct research, with the aim of a book publication, for an interdisciplinary project with Professor Jeremy Chandler concerning a folkloric entity called Mothman. A widely celebrated "cryptid" (i.e. legendary, unsubstantiated creature), Mothman first appeared in 1966 in Point Pleasant, West Virginia. Since then, it has become a famed pop culture icon and has contributed to West Virginia's economy as a major tourist attraction. He will greatly deepen his research, interviewing locals and folklorists, investigating archives, and outlining and writing several chapters of a monograph for publication with an academic press.

Jessica Suckle-Nelson, Associate Professor, Psychology   **Rank 24**

Dr. Suckle-Nelson's sabbatical leave will be used to expand prior research on the acceptability of stalking behaviors based upon the perceiver's gender (female, male, non-binary), target's gender (female, male), and target's role to the perceiver (acquaintance, admired celebrity). She plans to revise the stalking scale (M-FAS; Krauth, 2016) and use it to analyze how stalking behavior acceptance varies according to the gender of the participant as well as the gender and role of the target. Her findings will be submitted for presentation at a national conference as well as for publication in a peer-reviewed journal.

Mikolaj Sulkowski, Associate Professor, Biology   **Rank 3**

The focus of Dr. Sulkowski's sabbatical leave will be to focus on advancing critical research in his lab. During this time, he will develop an enhanced gene expression control method and investigate voltage-induced changes in BMP signaling. His objectives include experiment completion, manuscript submissions, student mentorship, and pursuing further extramural funding opportunities. This sabbatical is essential for advancing scientific contributions and fostering the growth of our research team.

Melissa Talhelm, Professor, English   **Rank 20**

Dr. Talhelm's sabbatical leave will be used to complete a book proposal for Lexington Press for an edited collection of 10-15 essays. Each essay, solicited through a Call for Papers, will analyze and explicate the lyrics (the full text) of one song that the author deems to be a "best" example of songwriting. Each essay will offer an extended discussion of the song lyric's literary features and writing craft issues related to song lyric structure as a unique genre. This collection reflects a growing interest in the literary field of lyrics as literature and will serve both a scholarly audience and music lovers.

Derek Taylor, Professor, Communication, Media & Screen Studies   **Rank 4**

Dr. Taylor's sabbatical leave will consist of a series of short experimental documentary films exploring the geological processes that have shaped a variety of landscapes in the state of Connecticut. The workflow for this project will involve all analog filmmaking processes, by shooting on Super 8mm photochemical motion picture film, processing the film by hand using sustainable methods in a self-constructed darkroom, and physically editing the film by splicing and joining strips of film together with the goal of projecting the physical film strip at film festivals and other screening spaces.

Half Year at Full Pay   **Spring Semester**   **January 2025 – May 2025**

Joel Dodson, Associate Professor, English   **Rank 8**

Dr. Dodson will finish a draft of a scholarly book manuscript entitled *The Poverty of Aesthetics in Early Modern England* on the portrayal of poor poets, poor scholars, and poor students in English poetry in the Age of Shakespeare. Work to be completed includes writing and revising two new chapters, "The Parnassus Plays, University Drama, and Student Poverty" (Chapter 3) and "'To love a beggar for a poet's sake': John Taylor the Water Poet and Aesthetic Education" (Chapter 4), in support of a book proposal for submission to a university press (Northwestern or Fordham UP).

4

Rex Gilliland, Professor, Philosophy   **Rank 17**

During Dr. Gilliland's sabbatical, he will complete at least one journal article on the Kyoto School of Philosophy. Nishida, Watsuji, Miki, and Nishitani each developed distinctive conceptions of creativity by synthesizing aspects of the Zen Buddhist notion of nothingness using ideas from Western philosophers such as Heidegger, Bergson, and Hegel. He hopes to spend part of the sabbatical in Japan consulting with experts there and accessing untranslated texts, though that will be contingent on funding. But he will be able to complete the sabbatical project whether or not he is able to visit Japan.

Rebecca Harvey, Professor, Marriage & Family Therapy   **Rank 23**

The therapeutic alliance is central to successful psychotherapy. Person-of-the-Therapist (POTT) training methods strengthen this alliance. The MFT program at SCSU offers experiential POTT clinical training which reflects a postmodern focus on personal/professional development, intersectionality, and collaboration. This training rejects the modernist goal of mentoring therapists as objective experts in favor of therapists who can access vulnerability and humanity as clinical tools. Dr. Harvey's sabbatical leave explores student experiences of POTT courses creating a collaborative partnership where co-investigators are also participants. The project will result in the submission of a manuscript for publication and national presentations with students and alumni as co-authors and co-presenters.

Kelly Mabry, Professor, Communication Disorders   **Rank 9**

Dr.. Mabry's sabbatical leave involves a dedicated period of scholarship and teaching that will be used to conduct a research study examining current speech and surgical outcomes in craniofacial surgery in Croatia, and to teach and collaborate with the University of Zagreb Faculty of Education and Rehabilitation Sciences to develop an Instrumentation Training Protocol culminating in a grant submission to fund instrumental assessment tools.

Timothy Parrish, Professor, English   **Rank 11**

Dr. Parrish proposes to re-envision and re-draft a novel titled Scabs, which he wrote over four years in the 1990s and which he briefly submitted through his agent before he realized it was not the book he wanted to publish in terms of vision or execution. His focus in re-envisioning will be to avoid overly-plotting the novel and undermining character development. The setting, as with the original, will be a volatile chemical-plant unit in Geismar, Louisiana in 1991 during both a union lockout and gubernatorial runoff between Nazi David Duke and criminal Edwin Edwards.

Christine Petto, Professor, History   **Rank 1**

For one not native to wetland regions, they are difficult to understand as one may not really ride across them as if fields, nor necessarily pass through them by boat with their gnarled roots and uneven semi-solid ground. These swampy places were frightening and thought to have harbored a breed of dangerous air and perhaps 'dangerous' people; it was best to eliminate them. The 'them' here is ambiguous: Is it the marshy land, the 'dangerous' people, or both? Once the land was reclaimed, could all danger be set aside 'simply' by mapping, that is by producing a visual display of quantitative units upon which those dangerous elements could be set to productive work by elite landowners? This sabbatical leave is an investigation of the ebb and flow of relationships that developed in and around these regions as well as the role of mapping in the processes of I 7th- and I 8th-century land reclamation.

Louise Shaw, Associate Professor, Curriculum & Learning   **Rank 18**

The purpose of Dr. Shaw's sabbatical is to further develop an instructional framework that Dr. Cara Mulcahy (CCSU) and I have developed. The framework integrates culturally responsive teaching, critical literacy, and multimodal learning to create critically engaged and culturally compassionate classrooms for students and teachers. The sabbatical will provide time for: (a) collaboration with classroom teachers to support integration of the Critically Engaged and Culturally Compassionate Framework with existing curriculum; (b) collect student data to assess the impact of the framework on student engagement/learning outcomes; (c) analyze data and write up findings for publication and conference presentations.

5

Olcay Yavuz, Associate Professor, Educational Leadership & Policy Studies   Rank 13

Both federal and state laws emphasize the importance of involving parents in their children's education by providing meaningful parental training programs for K-12 schools. In response to this mandate, Dr. Yavuz's sabbatical leave will commence by examining the challenges and opportunities that K-12 schools encounter when delivering parental training services. Building on the insights gained during the initial phase of the project's analysis, he will then develop a 'Training of Trainers Model' designed to equip educators with the necessary knowledge and skills to strengthen parental involvement within Connecticut's K-12 schools. As the final outcome of this project, he will also produce research briefs and a peer-reviewed article to disseminate his findings to educate K-12 educators.

Jia Yu, Associate Professor, Economics   Rank 15

Dr. Yu's sabbatical leave will be used to work on an essential research project which will be conducted along with several travel arrangements. Two professors from Creighton University (Omaha, NE) and Hebei University of Economics and Business (Shijiazhuang, China) will collaborate with her to review the literatures, study the dataset, conduct empirical analysis, and prepare the manuscripts. This research project will focus on how to construct an effective retirement structure in China. One policy review paper and three research papers are expected to be produced after completing the project.

Sincerely,

Dr. Dwayne Smith
Interim President

DS/meh

6

Good morning, Chancellor Cheng, and Victoria,
Please see the approved Sabbatical list below for your records. Edwin has sent out the notification letters to the applicants and CEO's this morning.

Enjoy your weekend,

Dennisse Arroyo
Executive Assistant to the President
Dr. John Maduko
Connecticut State Community College
185 Main Street
New Britain, CT, 06053

Congress Bargaining Unit		
Campus	Employee	Type
Gateway	Lorraine Li	Half Year/Full Salary
Housatonic	Jennifer Nohai-Seaman	Half Year/Full Salary
Manchester	Carla Adams	Half Year/Full Salary
Manchester	Steven Moore	Half Year/Full Salary
Middlesex	Christine Ruggiero	Half Year/Full Salary
Norwalk	Christine Japely	Half Year/Full Salary
Naugatuck Valley	Alexander Bratt	Half Year/Full Salary
Quinebaug Valley	John Lewis	Half Year/Full Salary
Three Rivers	Sandra Jeknovorian	Half Year/Full Salary
Tunxis	Carianne Garside	Half Year/Full Salary
Tunxis	Hendree Milward	Half Year/Full Salary

AFT Bargaining Unit		
Campus	Employee	Type
Capital	Antoinette Brim-Bell	Half Year/Full Salary
Capital	Jeffrey Partridge	Half Year/Full Salary
Norwalk	Mobin Rastgar-Agah	Half Year/Full Salary
Naugatuck Valley	Kate Pelletier	Half Year/Full Salary

AFSMCE Bargaining Unit

None

1

August 11, 2023

Dr. Terrence Cheng
Chancellor
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

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

Dr. Kenneth Gatzke – Professor, Department of Philosophy

Sincerely

Dr. Dwayne Smith
President

DS/meh

cc: Human Resources for CSCU, Personnel File

Southern Connecticut
State University

SC
SU

Office of the President

September 12, 2023

Dr. Terrence Cheng
Chancellor
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

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

Dr. Cynthia McDaniels – Professor, Educational Leadership

Sincerely

Dr. Dwayne Smith
Interim President

DS/meh

cc: Human Resources for CSCU, Personnel File

July 21, 2023

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

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

Ms. Susan Quagliaroli – User Support Specialist, Institutional Advancement

Sincerely

Dr. Dwayne Smith
President

DS/meh

cc: Human Resources for CSCU, Personnel File

Yes, I approve

Nicole Esposito, Ed.D
Chief Executive Officer
She, her, hers

Manchester Community College
Manchester, CT 06045-1046

From: Moody, Nathan R
Sent: Friday, May 19, 2023 2:38 PM
To: Esposito, Nicole C
Cc: Case, Karyn M
Subject: 2023 Emeritus Awardees

Good Afternoon Dr. Esposito,

The Academic Senate met on May 18, the following people were recommend for consideration for Emeritus status:

Sue Barzottini
Jana Sime
Clay Church
Lois Ryan
Bob Henderson
Gregg Brohinsky

Do you approve these recommendations?

Very Respectfully,
Nate Moody

Nate Moody, HR Generalist
Human Resources - Shared Services
Connecticut State Colleges and Universities

March 12, 2024

CEO Kimberly Hogan

CT State Middlesex

100 Training Hill Road

Middletown, CT 06457

Dear CEO Hogan:

CT State Middlesex would like to nominate Betty Riedinger for emeritus status. With approximately 23 years of service, Betty will be retiring from CT State Middlesex on June 1, 2024, from her position as a full-time Academic Associate Science Laboratory Supervisor.

For years, Betty has worked with faculty, staff, and students in different capacities. The science lab supervisor oversees the labs to ensure that they are set up and cleaned up for the various sections. She trains student workers and educational assistants, oversees inventory, and maintains safety compliance, especially with regard to the disposal of lab materials. Additionally, Betty maintains all the first aid kits on campus to ensure that they are up to date with supplies. During the pandemic, Betty and her small team were instrumental in the compilation of lab kits to ensure students would still be able to complete the labs portion of the biology classes. This was especially the case in Spring and Fall 2020. Indeed, this demonstrated how effectively Middlesex could pivot during a crisis.

In addition to her lab oversight, Betty participates in varied, meaningful committee work. Betty has served on the tenure and sabbatical committees as well as the sustainability and legislative outreach committees. Currently, Betty serves as an advisor for the cooking club (Spring 2023) for students and organized the most recent chili cookoff for the campus community. Moreover, Betty has served on different search committees over the years, including educational assistants, the Biology Program Coordinator (Spring 2022), the Dean of Academic and Student Affairs and the Associate Dean of Academic Affairs (2019). Betty participates in different professional development opportunities, such as the Road Back to Campus has Speedbumps (Fall 2021); Understanding & Compliance with Classroom Expectations (Jan. 2018); and Causation and Solutions to the Epidemic Classroom Adjustment Issues (October 2018). Most recently, Betty is participating as a staff representative on the CT State college senate in the new governance structure. Additionally, Betty serves on the Health & Safety Committee. With this background, Betty has been a responder to medical emergencies in advance of Middletown's Fire Department-Paramedics on campus. She is trained in Emergency First Aid,

NARCAN, and First Responder Suicide Prevention. Indeed, Betty's contributions are far reaching.

What especially sets Betty apart, though, is her dedication to service and sustainability. For years, Betty has long been an advocate of sustainable principles, and she practices what she believes on campus with appropriate recycling. She has worked in the campus gardens behind Snow Hall, which provide vegetables for the community. She has long tended to the Veterans' Garden on campus. She has been an advisor to the Environmental Club. Even more, she has been dedicated to community service. Betty regularly participates in the Middlesex days of service and Thanksgiving projects. Indeed, Betty works to enhance the quality of life for community members who need assistance.

For her dedication to our campus and community, Betty Riedinger is being nominated for emeritus status.

Sincerely,

Rebecca Rist-Brown

Rebecca Rist-Brown   *Rebecca Rist-Brown*   *03/12/2024*

Criminal Justice Program Coordinator.

Akalushi Muthukumarana, Chair of Science and Health Careers   03/12/2024

Donna Bontatibus

Donna Bontatibus, Dean of Students and Faculty   03/12/2024

Joanne Faust

Joanne Faust, Degree Audit Technology Specialist, former Mx Registrar   03/13/2024

January 22, 2024

Chief Executive Officer Hogan
Connecticut State Community College – Middlesex
100 Training Hill Road
Middletown, CT 06457

Dear CEO Hogan:

It is with immense pride and a deep sense of respect that we gather to honor Professor John Shafer as he transitions to retirement. Over the course of 35 years, Professor Shafer's contributions to Connecticut State Community College – Middlesex have been transformative, leaving an indelible mark on the fabric of our institution. We request he be honored with Professor Emeritus status.

Professor Shafer's teaching career, spanning over three decades at Connecticut State Community College – Middlesex, has been characterized by its versatility and depth. His tenure began in 1986, dedicating over 35 full-time years to our college, in addition to two years at Syracuse University. His expertise traversed a range of disciplines, including film, broadcasting, communication, multimedia, and philosophy. This diversity in teaching not only enriched our curriculum but also provided our students with a broad, multifaceted education, seamlessly blending occupational and liberal arts areas.

As Division Chair for the Humanities & Arts Division from 2002 to 2006, Professor Shafer demonstrated exceptional leadership in overseeing one of the largest divisions in our college. He administered twelve full-time and approximately forty-five part-time faculty members, along with four support staff, marked by strategic vision and a commitment to excellence. Under his guidance, the division flourished, rejuvenating theater offerings, and initiating the Summer Shakespeare Festival in collaboration with ARTFARM.

In his role as Program Coordinator for more than five different programs, Professor Shafer showcased his expertise and dedication to program development and revision. He was instrumental in co-creating the Multimedia associate degree and certificate programs and authored major revisions to several key programs, ensuring they remained cutting-edge and relevant.

His contributions to special initiatives have been groundbreaking. Notably, his leadership in securing a $250,000 grant from the state's Center for Excellence program led to a complete overhaul of the Broadcast Communications facility, elevating it to a Connecticut "Center of Excellence" in media. The Cooperative Media Center, co-created by Professor Shafer, stands as a testament to his innovative approach, generating substantial revenue for the college. Furthermore, his involvement in securing a $300,000 grant for the CT Film Industry Training Program exemplifies his commitment to expanding our college's reach and impact.

Professor Shafer's active engagement in major committee work, including chairing the Curriculum & Academic Policy Committee and the Information Literacy Task Force, reflects his dedication to the continuous improvement of our academic standards. His leadership on the Sustainability Committee and his involvement in developing new courses across a spectrum of disciplines have immeasurably enriched our curriculum.

Beyond the walls of Connecticut State Community College – Middlesex, Professor Shafer has been a driving force in the community, actively contributing to various organizations and initiatives. His involvement with The Jonah Center for Earth & Art highlights his commitment to environmental and artistic advocacy, and his role on the United Way of Middlesex County Marketing Committee further exemplifies his ability to bridge academic expertise with community needs.

His collaboration with Oddfellows Playhouse has been instrumental in fostering a nurturing environment for youth to explore their artistic talents. This aligns with his dedication to the Middletown Youth Center, where he has significantly contributed to the enrichment and development of young minds in our community.

In closing, Professor Shafer's illustrious career stands as a beacon of inspiration, embodying the very ethos of Connecticut State Community College – Middlesex. His unwavering commitment to education, his innovative approach to interdisciplinary studies, and his deep involvement with the community resonate with the core values we hold dear. His legacy is a powerful testament to the impact one individual can have in nurturing a culture of excellence and service. As he transitions, we celebrate his outstanding achievements and express our deepest gratitude for his years of service, inspiration, and dedication to excellence.

Please grant Professor John Shafer emeritus status.

Sincerely,

Rick Eriksen, Professor

Dan Nocera, Director CMC

Todd Levesque, Media Operations Specialist

Phil Fox, Director of New Media

Dear Professor Coan,

I have reviewed the materials associated with your emeritus application, including Dr. Rafaele Fierro's nomination letter. After applying the Tunxis Community College Senior Cabinet's criteria used to assess emeritus applications (i.e., employee's overall service to the college, including accomplishments and contributions to the campus community and advancing the college's mission) to your career with Tunxis Community College, I approve your emeritus candidacy. Your years of service as a tenured professor, academic leadership roles, including service as a department chair, and involvement with assessment, governance, and curriculum development all validate your years of service and contributions to Tunxis Community College.

I will formally forward my recommendation to the Chancellor of the Connecticut State Colleges and Universities System and the Connecticut Board of Regents for Higher Education for their formal endorsement to grant you emerita status.

I recognize that your emeritus nomination was submitted before the accreditation approval of Connecticut State Community College and that our current collective bargaining agreements reflect language about Connecticut's 12 legacy community colleges and the formal process to approve emeritus to retired employees. My office will work with the CSCU system office to determine when the Board of Regents will formally recommend and confer the title of emeriti to recently retired employees at a future regular meeting to recognize the years of service you rendered to Tunxis Community College.

Please accept this notification as confirmation of my review and approval of your emeritus application. My office will follow up with a formal letter for your records. In the meantime, please let me know if you have any questions.

Sincerely,

John Maduko, M.D. *(he/him/his)*
President

www.ct.edu