



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, March 10, 2023 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <https://youtube.com/live/cjNMJFsbRVk?feature=share>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. February 3, 2023 – *Page 1*
3. Action Items
 - a. New Programs
 - i. Health & Wellness Coaching – B.S. – Southern CT State University – *Page 6*
 - ii. 092 Intermediate Administrator – Post-Masters Certificate – Southern CT State University – *Page 30*
 - b. Modifications - Health Promotion Studies – B.S. – Western CT State University [Name change to Public Health] – *Page 42*
 - c. Honorary Degrees
 - i. CCSU – Dr. Richard Fichman – *Page 48*
 - ii. ECSU – Dr. Thomas Gibson – *Page 52*
 - iii. SCSU – Dr. Miguel Cardona, Toni Nathaniel Harp – *Page 53*
 - iv. Charter Oak State College – Sabrina Tucker-Barrett – *Page 55*
 - v. Asnuntuck CC – Madonna Jones-Searle, William Searle – *Page 60*
 - vi. Gateway CC – Dr. Ilene Tracey – *Page 62*
 - vii. Housatonic CC – Reverend Dr. James Logan, Lourdes Delgado, John Torres, Kathy Saint, Gwen Brantley, Peter Werth – *Page 64*
 - viii. Manchester CC – Vinh (Ocean) Vuong – *Page 67*
 - ix. Naugatuck Valley CC – Catherine Awwad – *Page 69*
 - x. Quinebaug Valley CC – Steven Townsend – *Page 71*
 - xi. Tunxis CC – Cindy Bombard – *Page 73*
 - d. Policy Revisions
 - i. Centers and Institutes – *Page 75*
 - ii. CT State Policy Rescissions – *Page 84*
 - e. Tenures – Western Connecticut State University (effective Spring 2023) – *Page 88*
4. Informational Items
 - a. Below Threshold
 - i. Health Care Studies – Minor – Southern CT State University – *Page 105*
 - b. Endowed Chair Reports
 - i. CCSU American Savings Foundation Endowed Chair in Banking and Finance – *Page 109*

- ii. CCSU Gov. William A. O'Neill Endowed Chair in Public Policy and Practical Politics – *Page 112*
- iii. CCSU Robert J. Vance Endowed Chair in Journalism and Mass Communications – *Page 120*
- iv. ECSU J.C. Hick's Endowed Chair in Biology – *Page 124*
- v. SCSU Goodwin Endowed Chair in Special Education – *Page 125*
- vi. WCSU Macricostas Endowed Chair in Hellenic and Modern Greek Studies – *Page 128*

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.



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – February 3, 2023 at 9:30 a.m.

Conducted via Remote Participation

MINUTES

Regents Present: Chair Ira Bloom, Regent Holly Howery, Regent Juanita James, Regent James McCarthy, Regent Richard Porth, Chair JoAnn Ryan

Ex-Officio BOR

Members: Alexander Grant, Colena Sesanker

Regents Absent:

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria, Kenneth Klucznik, Francine Rosselli-Navarra, and Noreen Wilson

Other Attendees: Missy Alexander (WCSU), Thomas Barron (COSC), Aaron Clark (SCSU), Justin Cowen (WCSU), Lisa Frank (CCSU), Margaret Generali (SCSU), Bruce Kalk (SCSU), Kim Kostelis (CCSU), Klay Kruczek (SCSU), Laurel Larson (WCSU), Beth Merenstein (CCSU), Robert Prezant (SCSU),

The meeting was called to order at 9:32 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and a quorum was declared.

Chair Ira Bloom asked for a motion to amend the agenda to move the 4.b modification to the first action item, as it relates to the consent items. On a motion by Regent Juanita James and seconded by Regent Holly Howery, a vote was taken, and the amendment was approved unanimously.

1. Approval of Minutes

a. December 7, 2022

Chair Ira Bloom asked for a motion to approve the minutes of the December 7, 2023, BOR ASA Committee meeting. On a motion by Regent Juanita James and second by Regent Richard Porth, a vote was taken, and the minutes were approved unanimously.

The Consent Items and the Modification Action item that follows reflect the documentation required to create and “package” a single B.S. degree in Mathematics at Southern CT State University. All students will take a common core and then select from one of four concentrations: Applied Mathematics, Pure Mathematics, Teacher Education 7-12, and a new concentration in Statistics.

2. Consent Items

a. Discontinuations

- i. Mathematics – B.A. – Southern CT State University – *Page 5*
- ii. Mathematics 7-12 – B.S. – Southern CT State University – *Page 10*

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

3. Action Items

b. Modifications

- iii. Applied Mathematics – B.S. – Southern CT State University [Modification of courses and options and name change to BS Mathematics] – *Page 114*
Dr. Bruce Kalk, Dean of Arts and Sciences, Dr. Aaron Clark, Mathematics Department Chair, and Klay Kruczek, Mathematics Department Assistant Chair presented. SCSU seeks approval of modification to discontinue the Bachelor of Arts in Mathematics and the Bachelor of Science, 7-12 Mathematics, and restructure the Bachelor of Science in Applied Mathematics to become the primary program. The purpose of the department restructuring is to improve the student experience, program efficiency, and course flexibility and anticipates growth in the core group of students. The reorganization adds flexibility of courses and electives, making it so that students will have frequent access to available courses, and quickens the time to degree completion. Additionally, to aid workforce development efforts, data science, a prevalent area in the field, has been added as a program concentration area.

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

a. New Programs

- i. Business – B.S. – Central CT State University – *Page 15*

Dr. Kimberly Kostelis, Provost, and Dr. Lisa Frank, Dean of the School of Business presented. CCSU seeks approval for a new program in business. A general business program with course flexibility is in high demand for the large cohort of current students that have not yet chosen a concentration, as well as non-traditional students. This program will provide increased retention and accessibility.

Regent Holly Howery inquired on the program modality and the percentage of adult learners. It was confirmed that the program is less than 50% online, and that based on market analysis, the program is in demand.

Chair Ira Bloom inquired on if the program is AACSB accredited. It was confirmed the program is accredited by the AACSB and will be reviewed with the other programs in October 2023.

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

ii. Theatre Arts – B.F.A – Western CT State University – *Page 42*

Dr. Missy Alexander, Provost, and Dr. Justin Cowen, Theatre Arts Department Chair presented. WCSU seeks approval for a new program leading to a Bachelor of Fine Arts in Theatre Arts. WCSU is well-positioned to offer this program based on its current programs, facilities, and proximity to New York. This program will build on existing resources to meet the demand of students that are applying for a professional program. This allows more equitable access to a BFA program for performers, and theatre technicians. Regent Holly Howery expressed her excitement for the opportunity students will have to enter this program affordably and equitably.

Chair Ira Bloom asked, and Provost Alexander confirmed that this program will be self-sustaining.

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

iii. Popular Music – B.A. – Western CT State University – *Page 87*

Dr. Missy Alexander, Provost, and Dr. Lauren Larsen, Music Department Chair presented. WCSU seeks approval for a new program of a BA in Music. This new program will not require auditions by design, as to provide an opportunity for students with an interest in non-traditional music, such as electronic music; and for students that have not had equitable access to music programs K-12.

Regent Juanita James added that this program is an excellent opportunity to fill in the gaps in music education for underserved k-12 students. Regent Holly Howery added that this is an exciting opportunity to provide a program for students in an affordable and equitable way.

Chair Bloom inquired about the background in music that the students may not have upon entering. It was confirmed that the program will offer foundation courses to assist with developing a formal music background.

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

b. Modifications

i. Organizational Effectiveness and Leadership –M.S. – Charter Oak State College [Name change to Organizational Leadership] – *Page 108*

Dr. Thomas Barron, Director of Undergraduate and Graduate Business Programs presented. COSC seeks approval of program name change from Organizational Effectiveness and Leadership to Organizational Leadership. The content of the program will remain the same, and only the name will

change. Modifying the name will promote enrollment growth, as it will be more easily searchable by prospective students.

Regent Holly Howery commented that as a graduate of the program, a problem that students may face is the inability to find the degree name on job applications, in modifying the name, it will allow them accurately to represent their degree.

Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent James McCarthy and second by Regent Holly Howery, a vote was taken, and the modification was approved unanimously.

- ii. Addiction Counseling – Post-Master’s Certificate – Southern CT State University [Name change to Graduate Certificate in Addictions Counseling] – *Page 111*

Dr. Stephen Hegedus, Dean of College of Education and Dr. Margaret Generali, Counseling and School Psychology Department Chair presented. SCSU seeks approval of name change from Post-Master’s Certificate in Addiction Counseling to Graduate Certificate in Addiction Counseling. This modification will be in name only, and the content will remain the same. This name change clarifies that a master’s degree is not a requirement for the program. This will encourage current graduate students to dually enroll in the program, allowing for course flexibility, and availability of financial aid.

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

Regent McCarthy added that the need for accommodating and developing programs for non-traditional students will increase, and that with new program implementations, this population should be considered.

- c. Appointment Recommendation

- i. Recommendation to Appoint Edwin Vargas to the Governor William A. O’Neill Endowed Chair in Public Policy and Practical Politics – Central CT State University – *Page 130*

Dr. Kimberly Kostelis, Provost, and Dr. Beth Merenstein, Associate Vice President for Community Engagement and Experiential Learning presented. CCSU seeks approval of appointing Mr. Edwin Vargas to fill the Governor William A. O’Neill Endowed Chair in Public Policy and Practical Politics. Mr. Vargas’s public service spans 45 years, including most recently 10 years in the political realm, and 35 years as an educator for the Hartford Public School System. Mr. Vargas will be a great resource to students and addition to the community.

Regent James McCarthy congratulated all on the recruitment of Mr. Vargas, as he is well-suited for this position. Regent Richard Porth echoed this by stating that this is an important position for which it is relied upon for resources and advice. Regent Richard Porth has witnessed Mr. Vargas in action, adding that his representation sets an example of diversity in leadership. Professor Sesanker added agreement for the same sentiments.

Chair Ira Bloom asked for a motion to approve the appointment recommendation. On a motion by Regent Holly Howery and second by Regent Richard Porth, a vote was taken, and the appointment recommendation was approved unanimously.

4. Informational Items

a. Below Threshold

- i. Psychology/Recreation Therapy – B.S. – Southern CT State University – *Page 144*
- ii. Sustainable Business and Organizational Management – Undergraduate Certificate – Southern CT State University – *Page 153*
- iii. Aging Studies – Minor – Southern CT State University – *Page 159*
- iv. Biology – B.A. – Southern CT State University – *Page 164*
- v. Biology – B.S. – Southern CT State University – *Page 168*
- vi. Biology – B.S. Pre-Med – Southern CT State University – *Page 173*
- vii. Biology – M.S. Accelerated – Southern CT State University – *Page 177*
- viii. Healthcare and Clinical Research – Minor – Southern CT State University – *Page 182*
- ix. Women’s Leadership – Certificate – Southern CT State University – *Page 186*
- x. Women’s Leadership – Minor – Southern CT State University – *Page 191*

b. Centers and Institutes Policy Revision – *Page 195*

The policy revision was a request from the board to revise. Regent Holly Howery added that having a unified policy across all institutions will be helpful. Chair Ira Bloom added that this item will return for the next meeting as an action item for vote.

c. New Program Forms – *Page 202*

The new program forms have been revised. Chair Ira Bloom stated that the revision provides clarity on the new programs being put forward. This revision includes the impact that a new program may have on existing similar programs and creates a formal process for input amongst the institutions. Regent Holly Howery extended thanks for including hybrid and modality percentages, as it provides insight to impact on adult learners. Regent James McCarthy added that this allows a better process for growing enrollment without detriment to another CSCU institution. Regent James expressed excitement about the new programs, and the approach to modifications. All Regents added that the new summary was helpful and extended a formal thanks to those that worked on this new addition.

Chair Jo-Ann Ryan extended her appreciation for the efforts, leadership, and support.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Richard Porth, seconded by Regent James McCarthy, a vote was taken and the motion to adjourn was passed unanimously at 10:28 a.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health and Wellness Coaching (CIP Code: 51.0001, OHE# TBD) leading to a Bachelor 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:

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

ITEM

Establishment of a new program, Health and Wellness Coaching, leading to a Bachelor's of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Health and Wellness Coaching	
CIP Code	51.0001	
OHE# (Leave blank for new programs)		
Degree Level	Bachelors of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	03/23/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid 25% fully online courses <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

SCSU's mission is centered on access, social justice, and service for the public good. The proposed Health and Wellness Coaching degree program is aligned with this mission. This program is designed for ease of completion whether a student begins at SCSU as a freshman, changes into this major by their junior year, or transfers from another college. The limited prerequisites to the major courses ensure that students who are transferring from a community college with an associate's degree are able to complete the degree in two years with full-time enrollment.

Growth in corporate wellness, healthcare, insurance companies, and digital health businesses have increased demand for health and wellness coaches. Many organizations including UnitedHealth Group, Aetna, Blue Cross Blue Shield, Cigna, Humana, and Kaiser Permanente have begun providing health and wellness coaching services to employees and policy holders. This field is projected to grow 12% between 2021 and 2031, at a faster pace than most sectors. As a result of this rapid growth, the quality of educational preparation has become an important differentiator.

Employers are seeking coaches with range and depth related knowledge, skills, and abilities, ensuring that coaches are able to serve many different types of clients across many different health conditions and SCSU students will help to fill the workforce shortage for the state of Connecticut.

The B.S. degree in health and wellness coaching will provide students with a solid foundation of liberal education courses in areas such as psychology, communications, writing, quantitative reasoning, and science in addition to providing comprehensive coursework aligned with learning objectives that prepare students for national health and wellness coaching certification. The National Board for Health and Wellness Coaching (NBHWC) has collaborated with the National Board of Medical Examiners (NBME) since 2016 to provide a robust board certification examination that students will take at the completion of their degree program. Currently more than 7,400 National Board Certified Health and Wellness Coaches hold the NBC-HWC credential.

The Bureau of Labor Statistics does not have a specific category for health and wellness coaches. Life Coach and Health Education Specialists are the closest categories. According to these data, in May 2021 the median wage for health educators was \$60,500 and the wages in Connecticut are estimated to be higher. Adjacent to Connecticut, New York City and Boston were noted as two of the three biggest projected growth areas with salary ranges at \$65,300-106,000 annually. An article by CNBC and LinkedIn noted that health care support staff, including health coaches, would be the third fastest growing profession in the post-pandemic years.

This proposed Health and Wellness Coaching degree program capitalizes on the resources that are already in place within the College of Health and Human Services. The decision to develop this program was intentional as a way to re-position and elevate existing faculty resources into an area where they can serve more students and facilitate enrollment growth at SCSU.

RECOMMENDATION

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

03/10/2023 – BOR -Academic and Student Affairs Committee
03/23/2023 – Board of Regents

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

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 1-18-2023

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation 2022

Program Characteristics

Name of Program: Health and Wellness Coaching

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

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

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

Anticipated Program Initiation Date: 8/28/2023

Anticipated Date of First Graduation: 5/20/2025

Total # Credits in Program: 120

Credits in General Education: 40-46

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*): 4 years

CIP Code Number: 51.0001 Title of CIP Code: Health and Wellness, General

Department where program is housed: Public Health

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

Provide estimated cost of program (tuition and fees): \$ 25,656 OR url for link to tuition/fee information:

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

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

Program website: <https://inside.southernct.edu/public-health>

Provide the intended catalog description for this program: Health and wellness coaching is for students interested in the health and wellness field, with a goal of working with individual clients linked to community settings, behavioral health centers, health insurance providers, or private pay. Students who complete the degree will be qualified to sit for certification from National Board for Health and Wellness Coaching.

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 address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal

Name: Robert Prezant

Title: Provost

Phone: (203) 392-5355

Email: PrezantR1@SouthernCT.edu

NOTES:

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

APPLICATION FOR NEW PROGRAM APPROVAL

- 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

Clear statement of the program's purpose

The purpose of this B.S. health and wellness coaching degree program is to provide students with an undergraduate degree pathway that provides necessary knowledge, skills and qualifications for entry into the health and wellness coaching profession. This degree program will also address a workforce shortage area for the state of Connecticut by providing an educational pipeline of health and wellness coaches who are qualified for employment.

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

This program meets student's educational goals by providing a path to obtaining a Bachelor of Science degree with a strong liberal education foundation, while also providing specialized training that qualifies students for a career that provides health and wellness services to individuals.

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

Growth in corporate wellness, healthcare, insurance companies, and digital health businesses have increased demand for health and wellness coaches. Many organizations including UnitedHealth Group, Aetna, Blue Cross Blue Shield, Cigna, Humana, and Kaiser Permanente have begun providing health and wellness coaching services to employees and policy holders. This field is projected to grow 12% between 2021 and 2031, at a faster pace than most sectors. As a result of this rapid growth, the quality of educational preparation has become an important differentiator. Employers are seeking coaches with range and depth related knowledge, skills and abilities, ensuring that coaches are able to serve many different types of clients across many different health conditions. The B.S. degree in health and wellness coaching will provide students with a solid foundation of liberal education courses in areas such as psychology, communications, writing, quantitative reasoning, and science in addition to providing comprehensive coursework aligned with learning objectives that prepare students for national health and wellness coaching certification. The National Board for Health and Wellness Coaching (NBHWC) has collaborated with the National Board of Medical Examiners (NBME) since 2016 to provide a robust board certification examination that students will take at the completion of their degree program. Currently more than 7,400 National Board Certified Health and Wellness Coaches hold the NBC-HWC credential." <https://nbhwc.org/>

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

APPLICATION FOR NEW PROGRAM APPROVAL

Discussion of relevant faculty expertise and commitment with respect to the program

Faculty from the SCSU Department of Public Health initiated and developed this proposal in collaboration with faculty from the Department of Health and Movement Sciences and Department of Recreation, Tourism and Sport Management. SCSU employs 7 full-time tenured faculty who are committed to teaching courses in this new B.S. degree program. The expertise of each faculty member is described in the table on the final page of his proposal and includes health and wellness coaching, health education, health promotion, adolescent health, health equity, therapeutic recreation, behavioral theory, and addiction research among others.

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

The curriculum for this program aligns very well with our institutional strengths and the College of Health and Human Service's strategic objectives to address workforce needs in our region, and increase interdisciplinary degree programs and learning opportunities for our students. Led by Southern's Department of Public Health, an interdisciplinary group of faculty contributed existing and new courses. One of these faculty members is certified in health and wellness coaching by NBC-HWC. This faculty member led the design of the specialized coaching courses aligned with NBC-HWC certification. Students in this health and wellness coaching program will have opportunities for interprofessional education as they learn side-by-side with students from other professional degree programs in the college (nursing, social work, communication disorders, exercise science, public health, healthcare studies, marriage and family therapy, recreation therapy, and occupational therapy which will be added to the college in January 2025).

The health and wellness coaching degree program capitalizes on the resources that are already in place within the College of Health and Human Services. The decision to develop this program was intentional as a way to re-position and elevate our existing faculty resources into an area where they can serve more students and facilitate enrollment growth at SCSU. Several tenured public health faculty with health education and health promotion expertise will have a portion of their teaching workloads shifted to courses in this new degree program. The launch of this new degree program will not require us to hire any additional full-time faculty at this time.

Our new building for the College of Health and Human Services (HHS), which houses the Department of Public Health, is aligned well with the needs of this program. The leadership and secretary for the Department of Public Health can absorb the additional workload required to serve students in this program. Our Communication Disorders Clinic in the new HHS building has 11 therapy rooms with adjoining observation rooms that can be used for experiential learning. Faculty will use these spaces to supervise students as they provide complimentary coaching services to members of our campus and New Haven neighborhood community. Our human performance labs, located on the first floor in the HHS building, provide health and fitness testing services that can complement health and wellness coaching services. The new HHS building also has a demonstration culinary classroom where nutrition curriculum will be taught and practicum experiences will take place with students who are coaching clients on healthy eating and food preparation.

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

SCSU's mission is centered on access, social justice, and service for the public good. The health and wellness coaching degree program is aligned with this mission. This program is designed for ease of completion whether a student begins at SCSU as a freshman, changes into this major by their junior year, or transfers from another college. The limited prerequisites to the major courses ensure that students who are transferring from a community college with an associate's degree are able to complete the degree in two years with full-time enrollment. This professional degree program leads to certification which increases student's employability and opportunities for independent practice with private pay clients. Connecticut has a critical workforce shortage of professionals who are trained to support individuals with adopting healthy behaviors, managing chronic diseases, and engaging in positive mental health practices. The addition of more health and wellness coaches to the CT workforce will provide more individuals with access to services, something that has become even more important since the COVID-19 pandemic. A larger workforce of health and wellness coaches in CT will greatly enhance and supplement the work of primary care providers, nurses, social workers, and related professions that are experiencing critical employee shortages. This degree program will be housed in the Department of Public Health, whose mission is to advance the state of public health practice and to promote and protect the health of the public. The department has a 40+ year history promoting health equity and social justice through the Bachelor of Science and Master of Public Health (MPH) degree programs.

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

This program complements 2 other B.S. degree programs that share CIP 51 at SCSU. Each year SCSU admits approximately 300 undergraduate students who are interested in applying to the nursing program at the end of their sophomore year. For a number of reasons, only 20-25% of those students meet the requirements to submit an application according to this timeline. Historically, those students choose from the many other majors available at SCSU. Many choose the B.S. in healthcare studies and some choose the B.S. in public health. The launch of the B.S. healthcare studies in 2019 has resulted in a smaller number of students selecting to transfer into the B.S. public health major. Student feedback indicates however that the new healthcare studies degree does not meet the needs of all students who desire careers in health fields. Students have expressed interest in a degree program that has a career pathway to working with individual patients/clients to improve their health. The B.S. public health degree is focused more on community/population health and does not meet the needs to these students. Our public health faculty developed this new degree program so they could offer something very different that would respond to student's requests and simultaneously meet current and emerging workforce needs. The

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL

new degree program in health and wellness coaching includes 4 wellness coaching courses and meets the standard for approval by the National Board for Health and Wellness Coaching.

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

This will be the first B.S. program in New England that focuses specifically on preparing professionals for careers as health and wellness coaches. Other programs provide foundational curriculum focused on population/community health with options for students to select individual client focused health courses. This program will uniquely prepare students with a comprehensive series of courses that strengthen their capacity for coaching and for obtaining certification as health and wellness coaches.

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 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)

This new degree program is designed for graduates to secure employment as a Health and Wellness Coach, Worksite Health Coach, Behavioral Health Technicians and Community Health Workers who provide individual client services. Employment sites include corporate, healthcare, community agencies, digital health companies, and private practice. According to The Market Research Future Report (MRFR), the “corporate wellness market was valued at \$57.3 billion in 2021 and is expected to reach \$109.4 billion by 2030. This growth is due to increases in programs that support workers, encourage healthy behaviors, lower health risks and associated health costs for employers, and increase worker productivity and retention. “The expanding adoption of wearable technology and fitness activities, as well as the rise in chronic diseases among corporate workers, are all factors contributing to the growth of the worldwide corporate wellness market”. The CDC cites chronic disease as the leading driver of our \$4.1 trillion annual health care costs in the U.S. “Currently, some 50% of the US population has a chronic disease, creating an epidemic, and 86% of health care costs are attributable to chronic disease” (Holman, 2020). Many of these chronic conditions are linked to poor diet, sedentary lifestyle, substance use (alcohol, tobacco, and other drugs), increased stress, and increased mental health disorders. The recent Covid-19 pandemic exacerbated many of these health concerns with individuals becoming more sedentary and adopting poor diet practices while doing remote work and experiencing negative impacts from social isolation.

Health and wellness coaches help individuals implement positive behavioral changes and adhere to recommendations from healthcare providers. Peer-reviewed literature has provided consistently strong evidence that effective health and wellness coaching has a positive impact on controlling diabetes, cardiovascular disease, and adoption of positive lifestyle behaviors in areas such as diet, exercise, and stress reduction.

For these reasons, insurance companies and healthcare organizations have begun providing health and wellness coaching services to members/clients. These businesses include UnitedHealth Group, Aetna, Blue Cross Blue Shield, Cigna, Humana, and Kaiser Permanente. https://www.washingtonpost.com/lifestyle/wellness/health-wellness-coach-new/2020/12/21/0f0b239e-40ab-11eb-8db8-395dedaaa036_story.html). The Veteran’s Administration and American Medical Association are also training staff to work with health coaches in their agencies and clinical offices (<https://www.globenewswire.com/news-release/2021/01/14/2158924/0/en/United-States-Health-Coaching-Market-Report-2021-Health-Coaching-has-Emerged-as-a-7-Billion-Service-Market-with-a-Strong-Growth-Outlook.html>).

The Bureau of Labor Statistics does not have a specific category for health and wellness coaches. Life Coach and Health Education Specialists are the closest categories. According to these data, in May 2021 the median wage for health educators was \$60,500 and the wages in Connecticut are estimated to be higher. These fields are projected to grow 12% between 2021 and 2031, at a faster pace than most sectors. An article by CNBC and LinkedIn noted that health care support staff, including health coaches, would be the third fastest growing profession in the post-pandemic years. Adjacent to Connecticut, New York City and Boston were noted as two of the three biggest projected growth areas with salary ranges at \$65,300-106,000 annually (<https://www.cnbc.com/2021/01/12/hiring-for-these-jobs-is-on-the-rise-in-2021-according-to-linkedin.html>). In 2021, health and wellness coaching was already a \$7 billion service market with a strong growth outlook (<https://www.globenewswire.com/news-release/2021/01/14/2158924/0/en/United-States-Health-Coaching-Market-Report-2021-Health-Coaching-has-Emerged-as-a-7-Billion-Service-Market-with-a-Strong-Growth-Outlook.html>).

Corporate wellness, healthcare, and insurance companies are projected to be areas for strong growth for health and wellness coaching employment but emerging digital health businesses also show great promise. Digital apps and platforms, including Noom, Fitbit, Peloton, Zoe, and many others, now offer options for individuals to work one-on-one with personalized health coaches, presenting even more employment opportunities for graduates of this degree program

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<https://www.forbes.com/sites/forbesbusinesscouncil/2022/05/13/how-to-run-in-the-bullish-market-for-health-coaching/?sh=2fc95077794d>).

With the rapid growth of the health and wellness coaching profession, quality has quickly become an important differentiator. Graduates of this degree program will stand out due to their rigorous, comprehensive coursework aligned with learning objectives that prepare them for national certification. The National Board for Health and Wellness Coaching (NBHWC) has collaborated with the National Board of Medical Examiners (NBME) since 2016 to provide a robust board certification examination. Currently more than 7,400 National Board Certified Health & Wellness Coaches hold the NBC-HWC credential.” (<https://nbhwc.org/>)

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
31-9099	Healthcare Support Workers, All Other	No salary data available
21-1091	Health Education Specialists	\$61,000

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
621399	Offices of All Other Miscellaneous Health Practitioners
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: [M.S. Physical Activity and Chronic Disease](#) ☐ 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:**

SCSU's Department of Public Health has clearly differentiated this new health and wellness coaching degree from SCSU's current B.S. Public Health degree program. This new degree is not intended to address population/community health which is the focus of the current B.S. Public Health degree. This new health and wellness coaching degree program is focused on the delivery of services at the individual level which requires different learning objectives, coursework, and skill development than the public health major.

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

Please see attached

- **How will the proposed program impact enrollment and completion in these existing programs?**

Each year SCSU admits approximately 300 undergraduate students who are interested in applying to the nursing program at the end of their sophomore year. For a number of reasons, only 20-25% of those students meet the requirements to submit an application according to this timeline. Currently those students transfer to one of the many other majors available at SCSU. Most choose the B.S. in healthcare studies and some choose the B.S. in public health. The launch of the B.S. healthcare studies in 2019 has not met the needs of all students who originally pursued nursing. Students have expressed interest in a degree program that has a career pathway that allows them to improve the health and wellness of individual clients/patients. Since the B.S. public health degree is focused more on community/population health rather than providing individual health counseling/coaching, that major does not meet the needs of those students. Our public health faculty developed this new degree program so they could offer something very different that would respond to student's requests and simultaneously meet current and emerging workforce needs. Since the number of internal transfers to the B.S. public health major has steadily declined since the introduction in 2019 of the B.S. health care studies, the Department of Public Health

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has extra faculty capacity, with the appropriate expertise, to deliver this new B.S. in health and wellness coaching. Losing enrollment in the B.S. healthcare studies program would be acceptable since that department currently has more than 500 students enrolled with only 4 full-time tenure track faculty.

• ***Are there plans to discontinue any of the existing similar programs?***

No. The B.S. public health program has gotten smaller but it is still viable and it is a critical workforce shortage area that we will continue to promote in partnership with the CT Department of Public Health and Office of Workforce Strategy. We have additional faculty capacity in the Department of Public Health and these faculty members have training in health education and other content areas related to this new degree program. Several existing full-time tenured faculty from the Department of Public Health and other related departments in the college will have a portion of their teaching assignments shifted to this new degree program.

• ***What is the value added of the proposed program in relation to the existing programs?***

The B.S. in health and wellness coaching provides students with a new career path focused on working with individuals to positively impact health. This program complements our existing public health and healthcare studies 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):***

Declining enrollment in the B.S. public health degree program has resulted in extra faculty capacity in the Department of Public Health. Those faculty with health education backgrounds are no longer needed for multiple sections of courses and they are excited to teach new health and wellness coaching courses. The B.S. Healthcare Studies degree program has a very high student to full-time faculty ratio. If students shift their major to the new health and wellness coaching degree it will reduce our need to hire more full-time faculty to serve the teaching and academic advising needs of those students.

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:

WCSU has a degree program in "Health Promotion Studies" that is similar to the current SCSU degree program in public health. Both degree programs have a core curriculum of public health courses designed to meet learning objectives required by the Council of Education for Public Health (CEPH) and both degree programs prepare students for the Certified Health Education Specialist (CHES) certification exam. These two degree programs are focused primarily on population/community health, have limited coursework focused on individual client health, and do not offer a robust series of courses to prepare students for national certification as health and wellness coaches.

The WCSU B.S. degree in Health Promotion Studies offers students 4 options: allied health, community health, holistic integrative health, and fitness/wellness. The fitness wellness option is the closest to SCSU's new B.S. degree in health and wellness coaching but that degree option only includes one wellness coaching course. We do not anticipate students who have selected this public health degree at WCSU will change to the new SCSU degree in health and wellness coaching. The SCSU health and wellness coaching degree program specifically focuses on preparing students for individual client service delivery and includes a robust series of health and wellness coaching courses that prepare students for national certification. The closest institution to SCSU that offers an undergraduate degree that is aligned with and approved by the National Board for Health and Wellness Coaching is located at the Ohio State University.

• ***Attach supplement 101a for each CSCU institution that has one or more similar programs.***

How is the new program distinct from these existing programs?

The B.S. public health degree at SCSU and the B.S. health promotion studies degree at WCSU are focused primarily on population/community health, have limited coursework focused on individual client health, and do not offer a robust series of courses to prepare students for national certification as health and wellness coaches.

• ***Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:***

The B.S. public health degree at SCSU and the B.S. health promotion studies degree at WCSU do not prepare students for national certification as health and wellness coaches. The new degree program is specifically focused on preparing students for this certification exam and career pathway. As described previously in this proposal, this is a growing employment sector.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

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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.

This proposal for a new B.S. health and wellness coaching degree program includes conservative enrollment projections as follows:

1. We project that the number of new internal transfer students will build steadily during the first three years of program operations (Year 1=8; Year 2 =10; Year 3=15). Since this is an incremental budget that only includes new revenue, these students were not included in the budget revenue projections. We have a strong pipeline from which to recruit which includes more than 300 students who enter the university each year as freshmen who are pursuing nursing. Since historically approximately 20-25% of these students will successfully meet the requirements to apply to the nursing program, we anticipate those interested in working to promote health with individuals will be interested in this major.
2. We project that the number of transfer students or new adult learners (new SCSU students) will build steadily during the first three years of program operations (Year 1 = 9; Year 2 = 13; Year 3 = 19). Revenue from these students is captured in the budget revenue projections. We will cultivate a pipeline by marketing to high school seniors, transfer students from CT State and other institutions, and adult learners who have stopped out but wish to return to college to pursue a credential with a promising career outlook. We will work with the employers listed in this proposal to promote the health and wellness coaching profession and career opportunities.
3. Since enrollment projections are conservative during the first three years of program operations, attrition calculations were not included. It did not seem meaningful to calculate attrition, based on historical percentages, when working with relatively small enrollment numbers (i.e. 20% of 4 students = 0.8 students).

Prospective Students

Describe the prospective students for the program (this information will be provided to OHE and become publicly available; your response can help market your program and recruit students): The program is designed for students interested in the health and wellness field, with a goal of working as health and wellness coaches with individual clients in community settings, behavioral health centers, health insurance providers, and with private clients. Students will be qualified and encouraged to obtain national certification upon completion of 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: This program will be promoted to high school seniors, CT State community college students, and other potential adult learners. Promotion to high school seniors will be accomplished through SCSU's undergraduate admissions office and Integrated Communication and Marketing (ICM) department. The new degree program will be added to all print and digital advertising, disseminated at open house events, campus tours, and college fairs. Additionally, the College of Health and Human Services will host separate recruitment events in the new HHS building and engage in targeted guest speaking at area high schools that provide a strong pipeline of students. Historically, SCSU enrolls 300-400 undergraduate students each year who are interested in pursuing nursing but have not yet been admitted to that program. Typically, only 20-25% of these students meet the requirements in their sophomore year to gain admission to the nursing program. The remaining students typically choose a health related major and the most popular major is the B.S. in healthcare studies. That B.S. currently has a very large student to full-time faculty ratio. Promoting this new health and wellness coaching major to those students may shift enrollment in a manner that would be helpful to our college and reduce the number of future full-time faculty who need to be hired in the healthcare studies major.

Recruitment methods with CT community colleges will include working with the SCSU office of transfer services to inform advising staff at the community colleges about the new major and related career opportunities. Public health faculty will visit community colleges for recruitment activities, serve as guest speakers in potential feeder courses, and ensure ease of transferring into the major by engaging in regular conversations with community college program coordinators/directors and academic advisors. The Department of Public Health at SCSU already has strong transfer relationships with Gateway, Housatonic, and Naugatuck Valley. With the recent merger of the community colleges, all of students attending CT State will now have access to these transfer programs. The SCSU Department of Public Health will also plan to offer the PCH 201: Wellness course at CT State and local high schools as part of SCSU's early college program.

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

The Department of Public Health has a long and deep commitment to student success and strong institutional reputation for excellent advising. That will continue with this new major, along with access to current activities such as the student club, the Public Health Society, for which health and wellness coaching students will be encouraged to join and become active as the club is focused on health

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promotion activities. The Department has a scholarship fund that is used to pay student registration for professional conferences, including Connecticut Public Health Association (CPHA) and Society for Public Health Educators (SOPHE). As department students, they will be eligible to apply and receive funding to attend professional meetings in the health and wellness coaching field.

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:

A letter of support is included from Roberta Wachtelhausen, President of WellSpark Health. Other employers who will host our students for practicum experiences and employ our students upon graduation include: Anthem Blue Cross Blue Shield, UnitedHealth Group, Aetna, and Cigna. Additionally, the Department of Public Health will establish health and wellness coaching services on-site in the new HHS building. Through this on-site clinic all students will be guaranteed practicum experience with delivering health and wellness coaching services under the supervision of a certified coach who will be hired to teach this practicum course.

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. Coach individuals to improve health and wellbeing, reduce risks and deterrents, and live healthier lives.
2. Communicate effectively using oral and written coaching techniques to provide individuals with optimal wellness.
3. Develop personal skills and competencies needed to support effective health coaching.
4. Develop informed and theory-based programs and strategies to facilitate behavior and social change to improve health.
5. Evaluate evidence-based health promotion strategies and programs to determine effectiveness at improving population health outcomes.
6. Describe how social determinants of health impact the health of individuals and communities.
7. Work with individuals to promote holistic well-being, including but not limited to physical, mental, social, and spiritual wellness.
8. Practice cultural humility
9. Implement strategies to advance and achieve health equity.

Assessment of Learning Outcomes

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

Learning objectives are measured at the course level. Additionally, all students will complete a practicum that has program level objectives and provides experiential learning in a real health and wellness coaching setting. Each course has been approved by a Department curriculum committee and University Curriculum Forum. Course approval applications required course descriptions, learning objectives and linked assessment activities, grading standards, content schedules, and a comprehensive bibliography. For this new program, the department will continuously evaluate: 1) prospective student interest, 2) enrollment, 3) degree progression and successful completion of enrolled courses, 4) graduation rates and timeframes, and 5) job placement within 6 months of graduation. Data for these measures will be gathered, tracked, and reported by the program coordinator. Job placement data will be obtained with alumni surveys. Throughout the academic year the Department will seek student feedback through course opinion surveys, advisor conversations, student organization meetings, and digital surveys. All field placement preceptors will complete mid-term and end of semester evaluations indicating student performance on program level learning objectives. The program will track student's success passing the national certification exam. Alumni surveys will be used to collect data on job placement, salaries, and career satisfaction.

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Curriculum			
<i>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.</i>			
Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
Content Area One: Coaching Structure			
PCH 230: Foundations in Health Coaching*	1, 2, 3	None	3
PCH 330: Coaching for Health Improvement*	1, 2, 3, 4	PCH 230	3
PCH 496: Practicum in Health Coaching*	1, 3, 7, 8	PCH 330 & PCH 331	3
Content Area Two: Coaching Process			
PCH 275: Introduction to Health Promotion	4, 6, 8, 9	None	3
PCH 456: Health Promotion Strategies	4, 5, 6, 8, 9	PCH 275	3
PCH 457: Public Health Communication	4, 5, 6, 8, 9	PCH 275	3
Content Area Three: Health & Wellness			
PCH 200 Introduction to Nutrition	2, 3, 7	None	3
PCH 265 Illness & Disease	3, 6, 7	None	3
PCH 273: Weight Management	3, 2, 7	None	3
PCH 270: Stress Management	3, 2, 7	None	3
REC 381W Leisure in Contemporary Society, or PCH 352W Health, Disease, & Society	2, 7, 8, 9	ENG 112 – for W	3
Content Area Four: Ethics/Legal			
PCH 331: Health Coaching Management and Ethics*	1, 2, 3, 6	PCH 230	3
REC 425: Seminar in Leadership	3, 5, 8, 9	REC 120	3
Health & Wellness Electives Set 1 – Pick 2 for 6 credits:			
PCH 280: Human Sexuality, PCH 349: Men's Health, PCH 350: Women's Health, PCH 292: Health & Aging, PCH 320: Health Disparities and Social Justice, REC 307: Disabilities in Society, SHE 389: Holistic Health, HMS 401: Exercise for Special Populations	2, 6, 7, 8, 9	None	6 (3+3)
Related Wellness Electives Set 2 – Pick 1 for 3 credits			
ANT 382: People & Weight, REC 120: Leadership Development, HMS 212: Lifetime Physical Activity, REC 210: Activity Development and Leadership, REC 241 Outdoor Adventure Leadership, SHE 301 – Drug Education, SHE 302 – Mental Health Education, HLS 370: Perspectives in LGBTQ+ Healthcare Practices	2, 6, 7, 8, 9	None	3
General Education Courses			
First Year Experience: INQ 101 (Tier 1)		None	3
Written Communication: ENG 112 or 120 (T1)		Possibly ENG 110/119	3
Quantitative Reasoning; MAT 103 or higher (T1)		Possibly MAT100	3
Tech Fluency (T1)		None	3
Multilingual Communication (T1)		Possibly 100-level course before 101	3
Physical Realm (Tier 2)		Possibly MAT100	3
Life & Environment: BIO 200 or 201 (T2)		Possibly MAT100	4
Creative Drive (T2)		None	3
American Experience OR Time & Place (T2)		None	3
Cultural Expression OR Global Awareness (T2)		None	3
Mind & Body OR Conflict & Consensus: PCH 201 Wellness (M&BT2)	2, 6, 7, 8, 9	None	3
Exploratory Electives (2 from T2 categories)		None	6
Open Electives (Indicate number of credits of open electives)			22

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Total Program Credits (must match number of credits reported on page 1):	120
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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.

See attached.

- 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:	120 credits
CT State program total credits:	61 credits
CT State program credits that can be applied to proposed degree:	61 credits
CSU/COSC general education credits remaining after transfer	3 credits
CSU/COSC program credits remaining after transfer	56 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

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

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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. **Please SEE ATTACHED**

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.):

While not yet developed, we plan to link this B.S. degree, through a 4+1, to the fully online M.S. in Physical Activity and Chronic Disease.

Other Stackable Pathways

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

While not yet developed, we plan to create a health and wellness coaching certificate program using a subset of course in the major.

Program Evaluation

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

For this new program, the department will evaluate: 1) prospective student interest, 2) enrollment, 3) degree progression and successful completion of enrolled courses, 4) graduation rates and timeframes, and 5) job placement within 6 months of graduation. Data for these measures will be gathered, tracked, and reported by the program coordinator. The program will track student's success passing the national certification exam. Alumni surveys will collect data on job placement, salaries, and career satisfaction.

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?

Consistent with the demographics of SCSU, currently, the Department of Public Health has a very diverse student population, with 53% of majors identifying as non-white. The Department has worked hard to recruit and retain students from all race/ethnicity groups as the field of public health is highly focused on equity and access. The Department will closely monitor the volume and diversity of applications (high school and transfer), acceptance rates, enrollment and graduation rates in this program. This information will guide recruitment activities in high schools, community colleges, and with potential non-traditional learners and inform the implementation of new support services or curricular adjustments.

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The Department of Public Health at SCSU is an ideal home for the health and wellness coaching major. SCSU's student population will greatly enhance the diversity of the health and wellness coaching profession. Currently, 67.5% of all life coaches (a related profession) are white and only 9% identify as LGBT (<https://www.zippia.com/life-coach-jobs/demographics/>). Offering this major to students at SCSU will allow us to graduate a more diverse health and wellness coaching workforce who can better represent the clients who need services and ensure culturally appropriate delivery.

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 program was designed to be accessible to students who wish to pursue a degree from the College of Health and Human Services and enter into careers where they can help people to improve health and well-being. Currently, most health professions programs at SCSU, including Public Health, have GPA requirements for entry and graduation that are higher than the baseline requirements of the university. The B.S. Public Health major has a GPA requirement of 2.75 related to CEPH accreditation and alignment with the department's MPH degree program. This new health and wellness coaching program will provide a degree pathway for all interested students in good standing (>2.0 GPA) at SCSU. This program will allow these students to obtain a degree in a health profession with a respected and specialized certification desired by employers in a growing job market.

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

The Department of Public Health has a mission focused on health equity and social justice and the department faculty and staff work hard to ensure that student's needs are met in a fair and just manner. Each student in this new major will be assigned a public health faculty advisor who will be accessible to students throughout the semester, monitor student progress, and when needed, engage in early intervention and problem solving. If trends emerge in the data that demonstrate that students are not succeeding, or if there are disparities in rates of success, the department will analyze those data and collect additional information including interviews with students who are impacted. Department of Public Health will consider whether curricular adjustments are appropriate, introduce strategies to increase access to and utilization of existing university support services, and where needed, identify new support services that should be provided to students. Progress will be closely monitored related to any strategies/changes that are put into place. The Public Health Society is a student organization that is supported by the Department of Public Health and provides engagement opportunities, networking and peer-support for students. This organization will open membership to students in the new health and wellness coaching major and will serve as a peer support mechanism for these students.

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.

Note: this information also appears previously in other sections of this proposal.

The health and wellness coaching degree program capitalizes on the resources that are already in place within the College of Health and Human Services. Several courses will be shared by multiple majors, allowing us to more easily fill course enrollments to capacity. This new program will also allow us to re-position our existing faculty resources into an area where they can serve a higher number of students and facilitate enrollment growth at SCSU. Several tenured faculty from departments that were involved in the development of this proposal will have a portion of their teaching workloads shifted to courses in this new degree program. The launch of this new degree program will not require us to hire any additional full-time faculty.

Our new building for the College of Health and Human Services (HHS) is aligned well with the needs of this program. The Department of Public Health has their offices and reception area in the new HHS building. The Department leadership and secretary can absorb the additional workload required to serve students in this program. Our Communication Disorders Clinic in the new HHS building has 11 therapy rooms with adjoining observation rooms that can be used for experiential learning. Faculty will use these spaces to supervise students as they provide complimentary coaching services to members of our campus and New Haven neighborhood community. Our human performance labs are located in the new HHS building and they provide health and fitness testing services that can complement

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

APPLICATION FOR NEW PROGRAM APPROVAL

health and wellness coaching services. The new HHS building also has a demonstration culinary classroom where nutrition curriculum can be taught and practicum experiences can take place with students who are coaching clients on healthy food preparation.

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)

The specialized resources needed to run the program are minimal. The program director must secure NBHWC certification (\$900) and pay annual fees and complete continuing education to maintain certification (\$700). If a health and wellness clinic is opened in the new HHS building, supervision will be provided by instructors who are assigned to teach credit-bearing practicum courses. Internship sites will host students free-of-charge.

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. Deb Risisky, Professor & Current Undergraduate Public Health Coordinator, risiskyd1@southernct.edu; (203) 392-5136

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. Deb Risisky has her Master of Education in Health Promotion and Behavior and her Ph.D. in Maternal and Child Health. The program coordinator will receive 1 credit/semester (2 credits/year) to administer the program. Their role will be to help with recruitment of students, administer the program (work with students, assign advisors, manage databases and listserv's), and apply for and then maintain department certification from NBHWC, including paperwork and evaluation.

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? None

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) 7

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) 10

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 minimum, faculty who teach courses in this program will need a master's degree in health promotion, health education, exercise science, nutrition, recreation/leadership, public health, or field related to the course they are instructing. If faculty are teaching any of the four coaching-specific courses, they will need to hold certification from NBHWC.

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
Deb Risisky, Professor & Undergraduate Coordinator	PhD, University of North Carolina at Chapel Hill	Health Promotion, Reproductive Health, Adolescent Health	Undergraduate Coordinator, Dept. of Public Health
Jean Breny, Professor	PhD, University of North Carolina at Chapel Hill	Health Promotion, Health Equity, Reproductive Health	
Aukje Lamonica, Associate Professor	PhD, Emory University	Behavioral Theory & Research, Addiction Research	Internship Coordinator, Dept. of Public Health
Anuli Njoku, Associate Professor	DrPH, Drexel University	Community Health & Prevention, Health Equity	

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APPLICATION FOR NEW PROGRAM APPROVAL

Sarah Benes, Assistant Professor	EdD, Boston University; CHES (Certified Health Education Specialist); NBC-HWC	Health & Wellness Coaching, Health Education	Coordinator, School Health Education
Joseph Milone, Assistant Professor	EdD, University of Hartford	Community and Parks Recreation, Leadership	Graduate Coordinator, Recreation Administration
James MacGregor, Professor and Chair	EdD, University of Hartford	Therapeutic Recreation, Inclusive Recreation, Leadership	Department Chairperson

DRAFT

CSCU Transfer Articulation Form: Liberal Arts and Sciences

The CSCU Transfer Articulation Form is intended to demonstrate a pathway for students at Connecticut State Community College (CT State) transferring to Southern Connecticut State University (SCSU), hereafter referred to as the receiving institution, for the program indicated below.

Program: Bachelor of Science: Public Health, Coaching

Academic Year: 2023/2024

Credit Summary

The credit summary is a quick reference on how CT State credits, with the completion of the Liberal Arts and Sciences degree as indicated on this form, will be applied to the completion of the proposed program.

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	61 credits
1. CSU/COSC general education credits remaining after transfer	3 credits
2. CSU/COSC program credits remaining after transfer	56 credits
Excess credit hours for CT State transfer students who have completed an associate degree $\{(61 + \text{line 1} + \text{line 2}) - 120\}$	0 credits

FrameWork30:

Use this section to align the Framework30 categories to the general education requirements at your institution. By default, BOR policy for "Safe Courses" will mandate how courses are received and applied at your institution. This section will only need to be completed if you require encumbered courses for your proposed program.

FrameWork 30		FrameWork 30 (Only change if encumbered by receiving institution)		Applies to Course/Degree Requirement at Receiving Institution	
Written Comm I	3	Open	3	First Year Experience	3
Written Comm II	3	Open	3	Written Communication: ENG 112 or 120	3
Arts and Humanities	3-4	Open	3-4	Creative Drive (T2)	3-4
Social and Behavioral Sciences	3	Encumbered: No option at CT State	3	Open Elective	3
Historical Knowledge	3	Open	3	American Experience OR Time & Place (T2)	3
Scientific Reasoning	4	BIO1100&1100L or BIO 2111 or BIO 2112	4	Life & Environment: BIO 200 or 201 (T2)	4
Scientific Knowledge and Understanding	3-4	Open	3-4	Physical Realm (Tier 2)	3-4

Oral Communication	3	Open	3	Exploratory Elective	3
Continued Learning and Information Literacy	3	Open	3	Tech Fluency (T1)	3
Quantitative Reasoning	3	Open	3	Quantitative Reasoning; MAT 103 or higher	3

Program Requirements:

Use this section to provide recommended CT State courses to be used for the completion of the Liberal Arts and Science program requirements.

Program Requirements		Recommended Course		Applies to Course/Degree Requirement at Receiving Institution	
Visual or Performing Arts	3	Open Elective	3	CE or GA or Open Elective	3
Social/Behavioral Science	3	Any class: Suggest Global Knowledge course	3	GA or Open Elective	3
Humanities	3	Open Elective	3	Exploratory Elective	3
Liberal Arts Elective	3	BIO 2010 - Nutrition and Human Development	3	PCH 200 Introduction to Nutrition	3
Liberal Arts Elective	3	Open Elective	3	Open Elective	3
Foreign Language	3-4	FL or Open Elective	3-4	MC or Open Elective	3-4
Foreign Language	3-4	FL or Open Elective	3-4	MC or Open Elective	3-4

Electives:

Electives		Recommended Course		Applies to Course/Degree Requirement at Receiving Institution	
Open Elective	3	Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3	Open Elective	3
Open Elective	3	Open Elective	3	Open Elective	3

Credits Remaining at the Receiving Institution

The sections below are intended to provide information on what will be required to complete the baccalaureate program at the receiving institution.

General Education Credits Remaining:

List any general education categories or specific course requirements that have not been accounted for in the FrameWork30 section above.

Course	Credits
Cultural Expression or Global Awareness	3

<i>CSU/COSC general education credits remaining after transfer</i>	<i>3</i>
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Program Credits Remaining:

List and program requirements that have not been accounted for in the Program Requirements section above.

Course	Credits
PCH 201 Wellness	3
PCH 230: Foundations in Health Coaching*	3
PCH 330: Coaching for Health Improvement*	3
PCH 496: Practicum in Health Coaching*	3
PCH 275: Introduction to Health Promotion	3
PCH 456: Health Promotion Strategies	3
PCH 457: Public Health Communication	3
PCH 265 Illness & Disease	3
PCH 273: Weight Management	3
PCH 270: Stress Management	3
REC 381W Leisure in Contemporary Society, OR PCH 352W Health, Disease, & Society	3
PCH 331: Health Coaching Management and Ethics*	3
REC 425: Seminar in Leadership	3
Health & Wellness Electives Set 1	3
Health & Wellness Electives Set 1	3
Related Wellness Electives Set 2	3
Open Electives	8
<i>CSU/COSC program credits remaining after transfer</i>	<i>56</i>

Accepting Credits

CT State course credit will be accepted for all courses above the 100 level with a grade of 'C-' or better or "credit for transfer (CRT)". Students who previously completed an associate degree at CT State or one of the Connecticut public community colleges will be accepted with a minimum of 60 credits in transfer; including credit for passing grades of 'D-' or higher, pass-fail, or credit-no credit grade option.

Procedures for reviewing, updating, modifying, or terminating agreement:

CT State faculty and CSU/COSC faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

Changes

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and presented to the Board of Regents. Approved changes will be attached to this agreement.

Notice of Cancellation

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:

CT State and CSU/COSC will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

Steve Marcelynas

1/25/2023

Director CSU Office of Transfer and Articulation

Date

**SCSU Department of Public Health
Enrollment 2017 – 2022**

Year	B.S. Public Health Undergraduate Enrollment	B.S. Public Health Graduations (Degree completions)	MPH Graduate Enrollment	MPH Graduate Graduations (Degree completions)	Total Student Enrollment	Total FT faculty
2017	218	113	72	25	290	15
2018	209	88	69	25	278	13
2019	163	85	62	23	225	14
2020	137	59	66	18	203	13
2021	85	50	69	25	154	11
2022	54	45	75	27	129	9

Notes: The Department of Public Health programs are accredited by CEPH. The Department plays a substantial role in delivering the PCH 201 Wellness course for the University Liberal Education Program (LEP); delivering elective courses to promote student health and wellness; and providing courses for 3 public health minors that Interdisciplinary Studies majors use to form a completed degree. Public health faculty have active research agendas and receive external funding for research re-assigned time. The Department Chair receives re-assigned time each semester (based on faculty FTE).

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B
PRO FORMA BUDGET
Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year (E)						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)	8						10						15					
New Students (first time matriculating)	4	2	2	1			6	3	2	2		8	8	5	3	3		
Continuing Students progressing to credential	0		4	2		3	6	3	12	6		8	14	8	22	13		16
Headcount Enrollment (incremental only)	4	2	6	3		3	12	6	14	8		16	22	13	25	16		16
Total Estimated FTE per Year ¹	11.67						30.67						56.67					
PROJECTED Program Revenue	First Year (D)						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT (A)	PT (B)	FT	PT	FT	PT (C)	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ² (incremental only)	25,656	8,154	38,484	12,231		6,273	76,968	24,462	89,796	32,616		33,456	141,108	53,001	160,350	65,232		33,456
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$90,798						\$256,298						\$453,147					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		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. Note for this proposal: fringe is excluded from being multiplied by 18% in overhead calculation. ⁷ All revenue and expenses are incremental. Continuing students who are internal transfers were not included in this budget; Internal full-time faculty who will be re-assigned to teach in this program were not included in this budget. (A) Full-time tuition and fees based on the 2023-24 tuition rate of \$6414 (B) Part-time tuition is based on an assumption of each student registering for 6 credits/semester at \$4077. (C) Summer part-time tuition is based on an assumption of each student registering for 3 credits/summer at \$2,091. (D) All Tuition and fees are held constant at 2023-24 rates (E) New enrollment projections are conservative because they do not include projections for attrition. Meaningful semester by semester attrition projections were not possible with the small enrollment numbers experienced during the early phases of program launch (i.e. 20% of 4 students = 0.8 students)											
Administration (Chair or Coordinator) ⁴ (Coordinator at 90K + 65% fringe) @ 8.33% - Two credits release time/yr.	12,370		12,370		12,370													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴ (@\$2,000/credit x 12 credits in Y1; 36 credits in Y2&Y3) + 50% fringe	36,000		72,000		72,000													
Support Staff (lab or grad assist, tutor) GA for on-site clinic coordination	9,600		9,600		9,600													
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵ (Marketing)	10,000		5,000		5,000													
Estimated Indirect Costs ⁶	9,197		12,617		12,617													
Total Expenditures per Year	77,167		111,587		111,587													
Surplus/ (Deficit)	13,631		145,711		341,560													



175 Scott Swamp Road | Farmington, CT 06032

877-224-7350 | [wellsparkhealth.com](https://www.wellsparkhealth.com)

January 12, 2023

Dr. Stanley Bernard
Chairperson, Department of Public Health
College of Health and Human Services
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

Dear Dr. Stanley Bernard,

I offer this letter in support of the proposed Health and Wellness Coaching undergraduate major in the Department of Public Health at Southern Connecticut State University. WellSpark has a robust combination of health and wellness coaching programs designed to improve lifestyle behaviors and quality of life, while reducing healthcare costs and rates of chronic disease. With the rising need for health and wellness coaches at WellSpark and throughout the region, a pipeline of student interns and future employees from Southern's new degree program will make a positive contribution in serving individuals, employers and communities nationwide.

WellSpark looks forward to working with the Department of Public Health at Southern Connecticut State University and supporting this solution to fill the region's current and future workforce needs in this area.

Sincerely,

Roberta Wachtelhausen

Roberta Wachtelhausen, President
WellSpark Health

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, 092 -Intermediate Administrator – Post-Master’s Certificate (CIP Code: 130401, OHE# TBD), 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:

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

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Establishment of a new program, 092-Intermediate Administrator – Post-Masters Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	092-Intermediate Administrator	
CIP Code	130401	
OHE# (Leave blank for new programs)		
Degree Level	Post-Masters Certificate	
Number of Collegiate Credits	21	
Date of Action (Anticipated)	03/23/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future On Ground <input checked="" type="checkbox"/> Hybrid 85% fully online courses <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The "092-Intermediate Administrator" Post Master's Certificate is intended for students who are dual-enrolled in the Doctor of Education program in Educational Leadership and Policy Studies. After successful completion of the certificate requirements and after obtaining a qualifying score on the Connecticut Administrator Test, students will be able to apply for the intermediate administrator (092) certificate from the Connecticut State Department of Education. This certificate will allow Southern's EdD students to obtain employment as certified school leaders before completing the full requirements for the Doctor of Education.

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: _____

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2022

Program Characteristics

Name of Program: 092-Intermediate Administrator Post-Master's Certificate

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Post-Master's Certificate

Modality of Program (check all that apply): ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses 85%

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 21

Credits in General Education: _____

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

CIP Code Number: 130401 Title of CIP Code: Educational Leadership and Administration, General

Department where program is housed: EDL (Educational Leadership and Policy Studies)

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

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

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

Program website: _____

Provide the intended catalog description for this program:

The "092-Intermediate Administrator" Post Master's Certificate prepares students who are dually enrolled in the department of Educational Leadership and Policy Studies' Doctor of Education program in Educational Leadership to apply for the intermediate administrator (092) certificate from the Connecticut State Department of Education, after successful completion of the certificate program and obtaining a qualifying score on the Connecticut Administrator Test (Test 6412 within ETS' School Leadership Series).

This 21-credit post-master's certificate program consists of six three-credit courses and two semesters (1.5-credit each) of administrative internship. It is designed to equip educators with the knowledge, skills, and attitudes to serve, not only as administrators, but as genuine leaders in the state's public schools.

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: _____

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL

- 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 address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal

Name: Robert Prezant, Ph.D.

Title: Provost

Phone: (203)392-5350

Email: prezantr1@southernct.edu

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (<https://www.ct.edu/academics/approval>)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
 - degree minors, concentrations, or specializations
 - undergraduate certificates or programs ≤ 30 credits within an approved program
 - undergraduate certificates ≤ 15 credits
 - graduate certificates ≤ 12 credits
 - non-credit bearing certificates
 - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

Southern Connecticut State University has a long history of preparing well-qualified, innovative educators – including school leaders. The proposed program aims to ensure that those of our Ed.D. students who wish to pursue administrative roles before they complete their dissertations are able to do so, as soon as they have completed their certification-specific coursework and internship experiences.

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

APPLICATION FOR NEW PROGRAM APPROVAL

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 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 – enrollment in which is limited to students who are dual-enrolled in our department's Ed.D. program – aims to address an identified need for those of our EdD students who wish to obtain employment as certified school leaders before completing their writing/defending their dissertations. By establishing the PMC, our department and college will be able to recommend for state certification those EdD students who, despite not yet having completed their full EdD programs, have completed the required certification-specific coursework and internship experiences.

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
11-9032	Education Administrators, Kindergarten through Secondary	\$85,000
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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
8211	Elementary and Secondary Schools
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

This program will enroll students who are also enrolled in our department's Ed.D. program. By completing this new PMC, doctoral students will be able to apply for / receive the 092 certification from the Connecticut State Department of Education prior to completing their dissertations and earning their Ed.D.

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs?

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

APPLICATION FOR NEW PROGRAM APPROVAL

- 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?

It will permit matriculated Ed.D. students to obtain certification, and to apply for/accept jobs as building level administrators, prior to completing their dissertations.

- 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*):

No additional resources will be required in order for this new PMC program to be offered. No additional courses will need to be taught; no additional administrative burdens are being created. The department's existing faculty will teach in and coordinate this 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:

While WCSU offers a similar certificate, likewise limited to students already enrolled in its own Ed.D. program, the proposed certificate program at SCSU is in no way duplicative, as it is being created merely as a vehicle to support students who are/will be dual-enrolled in our department's Ed.D. program.

- ***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.

Based on current enrollment of 092-seeking students in our Ed.D. program, we anticipate five to six students to graduate per year for the next three years.

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 in this PMC program will be dual enrolled in our department's Ed.D. program.

Student Recruitment / Student Engagement

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

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APPLICATION FOR NEW PROGRAM APPROVAL

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:

Students admitted to this PMC will also need to have been admitted to our department's Ed.D. program.

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. Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
2. Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.
6. Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Assessment of Learning Outcomes

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

Summative, standards-based artifacts; portfolio; field placement

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			
EDL 680-Leadership Perspectives	1, 2, 4, 5, 6	Matriculation	3.0
EDL 681-Leadership Development	1, 2, 3, 4, 5, 6	Matriculation	3.0
EDL 684-Learning Theory into Practice	1, 2, 3, 4, 5, 6	Matriculation	3.0
EDL 685-Curriculum Development	1, 2, 3, 4, 5, 6	Matriculation	3.0

APPLICATION FOR NEW PROGRAM APPROVAL

CSCU Transfer Pathways

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

CSCU/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)

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

APPLICATION FOR NEW PROGRAM APPROVAL

☐ 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](https://www.ct.edu/files/policies/1.13%20Policy%20Statement%20on%20Associate%20Degrees.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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL

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.):

[Click or tap here to enter text.](#)

Other Stackable Pathways

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

[Click or tap here to enter text.](#)

Program Evaluation

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

[Click or tap here to enter text.](#)

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 proposed program will enable those Ed.D. students who cannot afford (professionally or financially) to wait until they complete their dissertations to seek positions as certified school leaders to do so once they complete the certification-specific coursework and internship experiences.

The following metrics will be used to assess equity across the dimensions of ability, ethnicity/race/economics, and gender: admission rates; rates of successful progression through coursework and internship experiences; completion of certificate requirements; degree 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.

The full department – including but not limited to our department chair, and the coordinators of our SYC and Ed.D. programs, in conjunction with the dean, associate dean, and assist dean of the SCSU College of Education, work strategically to cultivate relationships and partnerships with school districts across the state. Eager to ensure that the leaders who serve Connecticut's school children reflect those youngster's backgrounds, we maintain particularly close partnerships with districts which employ larger percentages of educators from racial/ethnic and linguistic minority backgrounds, in order that we may recruit qualified educators from within those districts to apply to our graduate programs.

Once students are matriculated in our Ed.D. program, they are supported by the Ed.D. program coordinator, the SYC/092 coordinator (if they are pursuing 092 certification as part of their Ed.D. program), the department chair, and, indeed, the full department faculty. As do all departments within SCSU's College of Education, our department employs the *Scaffolding Success Action Plan* to support all students when they encounter difficulty with any aspect of our programs.

[Scaffolding Success Action Plan - Rev 2021.pdf](#)

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

Our department regularly meets to review recruitment, enrollment, retention, and success data. When concerns arise – not least, in matters of equity, department members strategize how to address them (e.g., by redoubling recruitment efforts in certain districts; by providing targeted academic supports to individual students).

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

APPLICATION FOR NEW PROGRAM APPROVAL

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.

There are no costs associated with this proposal.

Special Resources

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

No special resources are needed specifically for this program.

Program Administration

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

Christopher E. Trombly, Ph.D. – 203-392-5989

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 additional FTE will be required to administer this program, as the SYC 092 coordinator (who already receives 3 credits per semester for that role) will oversee this new PMC.

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, including any proposed new hires? (*note: OHE requires a numerical response to this item*)

All members of the department will be eligible to teach in this program. (The courses are already being taught to our Ed.D. students. The new program merely provides for these Ed.D. students to earn the state certificate prior to their completion of the dissertation.)

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**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION FOR NEW PROGRAM APPROVAL

What percentage of program credits will be taught by adjunct faculty? **< 25%**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **Ed.D. or Ph.D.**

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Sousan Arafeh	University of Wisconsin - Madison	School Leadership; Research Methods; Education Policy	
Dr. Mary Boudreaux	Texas Southern University; Arizona State University	School Leadership; Research Methods; Curriculum Development	Program Coordinator – Ed.D
Dr. Jess Gregory	University of Bridgeport	School Leadership; Learning Theory; Quantitative Research	Interim Department Chair
Dr. Norris Haynes	Howard University	School Leadership; Psychology; Research Methods	
Dr. Gladys Labas	University of Connecticut	School Leadership; English Learners	
Dr. Peter Madonia	University of Sarasota	School and District Leadership	
Dr. Cynthia McDaniels	University of Maryland	School Leadership; Educational Foundations	
Dr. Christopher Trombly	Boston College	School Leadership; Education Policy	Program Coordinator – SYC and 092
Dr. Olçay Yavuz	Rutgers University	School Leadership; Quantitative Research	

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Health Promotion Studies (CIP Code: 51.1504 / OHE# 06992), specifically a name change to BS in Public Health (CIP Code: 51.2207) at Western Connecticut State University.

A True Copy:

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

Modification of a program – Health Promotion Studies, specifically a name change to Public Health – leading to a Bachelor of Science at Western Connecticut State University.

ITEM

Name of Institution	Western Connecticut State University	
Name of Program	Health Promotion Studies	
CIP Code	51.1504	
OHE# (Leave blank for new programs)	06992	
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	03/23/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Public Health	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If Discontinuation, date of Termination	N/A	
If Suspension, dates of Suspension	N/A	

RATIONALE

This name change is meant to raise Western Connecticut State University's visibility among Connecticut employers and future students. Although many organizations host WCSU students and they have had strong enrollments (180-200 majors on average), they are frequently asked if there is a public health program. This revision should help address that gap in public awareness. There will be no changes to the curriculum. With this change, a revised CIP Code is recommended (moving to 51.2207 Public Health Education) which better aligns the CIP descriptions with the education provided.

RECOMMENDATION

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

03/10/2023 – BOR -Academic and Student Affairs Committee
03/23/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM**

NAME CHANGE REQUEST		
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 1/10/2023	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics Name of Program: BS in Health Promotion Studies OHE #: 06992 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type: BS Date Program was Initiated: 2000 Total # Credits in Program: 120 # Credits in General Education: 40 <u>CIP Code Number:</u> 51.1504 Title of CIP Code: Community Health Services/Liaison/Counseling Department where program is housed: Health Promotion and Exercise Sciences Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus		
Proposed New Name of Program: BS in Public Health Proposed CIP change to 51.2207 Public Health Education and Promotion		
Proposed Date Name Change Becomes Effective: August, 2023		
Explanation / Justification <p>WCSU has offered a BS in Health Promotion Studies with concentrations in Allied Health, Community Health, Fitness and Wellness, and Holistic and Integrative Health since 2000. These programs have a rigorous curriculum that includes a 12-credit internship to strengthen the students' understanding of how their education works in context. Students are frequently hired by the firms where they intern and those in the Allied Health track have a record of being successful applicants to medical programs and graduate degrees in public health. In 2018, the program was accredited by the Council for Education in Public Health, demonstrating that our curriculum is aligned with the expectations for public health nationally. We are now moving to change the name of the degree so that it reflects that alignment.</p> <p>This name change is also meant to raise our visibility among Connecticut employers and future students. Although many organizations host our students and we have had strong enrollments (180-200 majors on average), we are frequently asked if we have a public health program. This revision should help address that gap in public awareness of what we do at WCSU. There will be no changes to the curriculum.</p> <p>With this change we also recommend a revised CIP Code. Moving to 51.2207 Public Health Education better aligns the CIP descriptions with the education we are providing.</p>		
Programmatic Changes: No programmatic changes		
Cost and Availability of Adequate Resources: No change to cost or resources		
Institutional Contact for this Proposal: Dr. Emily Stevens	Title: Professor and Department Chair	Tel.: 203-837-3909 e-mail: stevens@wcsu.edu

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: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 1/27/2023	
NOTE: Use this form if modifying only the program CIP code.		
Program Characteristics Name of Program: BS Public Health (Formerly, BS in Health Promotion Studies) OHE #: 06992 Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS Total # Credits in Program: 120 Department where program is housed: Health Promotion Studies Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus		
Current CIP Code Number: 51.1504 Title of CIP Code: Community Health Services/Liaison/Counseling		
New Proposed CIP Code Number: 51.2207 Title of CIP Code: Public Health Education & Promotion		
Explanation / Justification WCSU has offered a BS in Health Promotion Studies with concentrations in Allied Health, Community Health, Fitness and Wellness, and Holistic and Integrative Health since 2000. These programs have a rigorous curriculum that includes a 12-credit internship to strengthen the students' understanding of how their education works in context. Students are frequently hired by the firms where they intern and those in the Allied Health track have a record of being successful applicants to medical programs and graduate degrees in public health. In 2018, the program was accredited by the Council for Education in Public Health, demonstrating that our curriculum is aligned with the expectations for public health nationally. We are now moving to change the name of the degree so that it reflects that alignment. This name change is also meant to raise our visibility among Connecticut employers and future students. Although many organizations host our students and we have had strong enrollments (180-200 majors on average), we are frequently asked if we have a public health program. This revision should help address that gap in public awareness of what we do at WCSU. There will be no changes to the curriculum.		
Institutional Contact for this Proposal: Emily Stevens	Title: Chair	Tel.: 203-837-3909 e-mail: stevens@wcsu.edu

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Approval of Nominations for Honorary Degrees
March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2023 Commencements

Institution	Nominee
Central Connecticut State University	Dr. Richard Fichman
Eastern Connecticut State University	Dr. Thomas Gibson
Southern Connecticut State University	Dr. Miguel Cardona
Southern Connecticut State University	Toni Nathaniel Harp
Charter Oak State College	Sabrina Tucker-Barrett
Asnuntuck Community College	Madonna Jones-Searle
Asnuntuck Community College	William Searle
Gateway Community College	Dr. Ilene Tracey
Housatonic Community College	Reverend Dr. James Logan
Housatonic Community College	Lourdes Delgado
Housatonic Community College	John Torres
Housatonic Community College	Kathy Saint
Housatonic Community College	Gwen Brantley
Housatonic Community College	Peter Werth
Manchester Community College	Vinh (Ocean) Vuong
Naugatuck Valley Community College	Catherine Awwad
Quinebaug Valley Community College	Steven Townsend
Tunxis Community College	Cindy Bombard

A True Copy:

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

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

Honorary Degrees are conferred by the Chair of the Board of Regents or their designated Regent at commencements. Identification of recipients is under the supervision of the institution presidents and campus CEOs, with the recommendation of the CSCU President and approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The Academic and Student Affairs Committee recommended moving these forward to the Board of Regents for approval. Nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

03/10/2023 – BOR Academic & Student Affairs Committee

03/23/2023 – Board of Regents



Central Connecticut State University

February 22, 2023

Dr. Terrence Cheng, President
Connecticut State Colleges and Universities System
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

Central Connecticut State University (CCSU) seeks approval from the Board of Regents to award an Honorary Doctoral Degree of Humane Letters to Dr. Richard Fichman, Class of 1974.

I have attached a more detailed description of Dr. Fichman's accomplishments for your review. The faculty of the Department of History, the Dean of the Carol A. Ammon College of Liberal Arts and Social Sciences, the Provost, and I unanimously support the proposal to award Dr. Fichman an Honorary Doctoral Degree of Humane Letters. Thank you for considering this proposal, which we hope you will support as well.

Sincerely,


A handwritten signature in blue ink, appearing to read "Zulma R. Toro".

Zulma R. Toro
President



MEMORANDUM

TO: Dr. Zulma Toro, President

FROM: Dr. Kimberly T. Kostelis 
Interim Provost & Vice President for Academic Affairs and
Chair (ex officio), Distinguished Service Award Committee

DATE: February 22, 2023

SUBJECT: Honorary Doctorate Recommendation

I am pleased to endorse the recommendation of the Distinguished Service Award Committee to award an Honorary Doctorate of Humane Letters to Dr. Richard Fichman '74. A copy of the nomination letter from Dean Robert Wolff which also indicates the support of the Department of History is attached.

I submit this recommendation for your consideration.

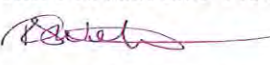
Attachment

C: C. Forsythe, DSA Committee Member
D. Hudgen, DSA Committee Member
M. Jackson, DSA Committee Member
S. Schmidt, DSA Committee Member
C. Wright, DSA Committee Member
R. Wolff, Dean
File



MEMORANDUM

TO: Dr. Kimberly Kostelis, Interim Provost and Vice President for Academic Affairs

FROM: Dr. Robert S. Wolff, Dean 
Ammon College of Liberal Arts & Social Sciences

DATE: February 21, 2023

SUBJECT: Honorary Degree Nomination for Dr. Richard Fichman '74

On behalf of the Department of History and the Carol A. Ammon College of Liberal Arts & Sciences, it is my great pleasure to nominate Dr. Richard A. Fichman, Class of 1974, for the honorary degree, Doctor of Humane Letters. Dr. Fichman graduated from Central Connecticut State College with a major in History and a minor in Theatre. He subsequently received his medical doctorate in 1979 from the Chicago Medical School, now a college of the Rosalind Franklin University of Medicine and Science. Dr. Fichman merits the Doctor of Humane Letters for his extraordinary medical accomplishments in the service of humanity and his efforts to revitalize the Upper Albany neighborhood in Hartford where he grew up.

Trained as an ophthalmologist, Dr. Fichman developed a technique in 1992 that eliminated the need for injection anesthesia during routine cataract surgery. Traditional injection risked bleeding and even blindness in the eye. Intravenous sedation administered behind the eye to facilitate the procedure often led to post-operative dysphoria in elderly patients. Because the eye was patched afterward, patients literally could not see the results until much later. Dr. Fichman pioneered a technique that instead relied upon a topical anesthetic and eliminated the need for sutures. The approach, which he named Fichman Quick Sight, proved revolutionary. "In the early days," he wrote recently, "I traveled to cities across the United States and Europe, notified surgeons within a 100-mile zone, and delivered presentations describing Quick Sight in airport hotel meeting rooms. It became a well-accepted procedure in a relatively short period." Worldwide, more than one hundred million people have benefited from Dr. Fichman's ingenuity.

In 2012, Dr. Fichman opened a branch of his Fichman Eye Center on Albany Avenue in Hartford in an effort to help revitalize the neighborhood. As chairman of the board of directors for Upper Albany Main Street and of Upper Albany Development, Inc., he worked with other business owners and community leaders to champion efforts to rejuvenate the streetscape of the area. Dr. Fichman's efforts in Upper Albany have not gone unrecognized. In 2013, the Connecticut Main Street Society named him Connecticut Businessperson of the Year. The Metro Hartford Alliance and the Hartford Business Journal named him a "Community Involvement Champion" in 2014.

He also received the Timothy K. Chartier, MD, Distinguished Service Award of the Hartford County Medical Association in 2021.

Like many students within the Connecticut State College and University system, Dr. Fichman began his post-secondary education working by day and taking community college classes at night. He transferred from Tunxis Community College to what is today Central Connecticut State University, completing a liberal arts degree as a foundation for a pathbreaking career in medicine. A 2005 profile quoted Dr. Fichman as follows:

I'm very grateful that schools like Central exist. I worked when I went to school and never could have afforded a private college. But I had great professors, a lot of fun, and some life-changing experiences. I got where I wanted in life and I say, 'God bless the state college system.'

The Department of History, as well as the Carol A. Ammon College of Liberal Arts & Social Sciences, are honored to nominate Dr. Richard A. Fichman for the honorary degree, Doctor of Humane Letters.



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

February 14, 2023

President Terrance Cheng
Connecticut State Colleges and Universities
Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

Eastern Connecticut State University wishes to award an honorary doctorate to Dr. Thomas Gibson, Chancellor of the University of Wisconsin-Stevens Point. Dr. Gibson is a visionary leader who has devoted his professional life to student success and inclusive excellence.

Since Dr. Gibson's installation at UW-Stevens Point in 2021, he has been an innovator and leader in student success, increasing community partnerships, fundraising and adding new programs in Native American and Indigenous Studies and Inclusive Excellence.

A proud Connecticut native, Dr. Gibson graduated from Eastern in 1996, received his master's in education at University of New Haven and completed his doctorate in educational leadership at Johnson & Wales University in Providence, R.I.

Eastern seeks approval from the Board of Regents to award Dr. Thomas Gibson an Honorary Doctorate of Humane Letters at its 2023 Commencement.

Sincerely,

Elsa M. Núñez
President

c: Dr. Kenneth Klucznik, Senior Vice President of Academic and Student Affairs, CSCU
Dr. William Salka, Provost and Vice President for Academic Affairs, ECSU

01/17/2023

Dear President Cheng,

I am pleased to nominate Dr. Miguel Cardona, U.S. Secretary of Education, as the recipient of an honorary doctorate of humane letters from Southern Connecticut State University.

A lifelong Meriden resident, Secretary Cardona served in the city's K-12 public schools as a teacher and as an administrator. In his current appointed office, he provided leadership to our country at a time when the traditional systems of delivery for public education had been completely disrupted by the COVID-19 pandemic.

Secretary Cardona was sworn in as the nation's 12th Secretary of Education in March, 2021, after serving for the previous two years as Commissioner of Education in Connecticut.

During the pandemic, he led the state's safe school reopening efforts. To do so, he and his department provided school districts with the balance of guidance, local autonomy, and oversight needed to ensure equitable and meaningful educational opportunities for students while also prioritizing public health mitigation measures.

The holder of a doctorate in education from the University of Connecticut, Secretary Cardona has two decades of experience as a public school educator in Meriden. He began his career as an elementary teacher and then served as a school principal in 2003, where he introduced groundbreaking programming for three- to five-year-olds, students that were bilingual, and students with sensory exceptionalities.

He served in this role for ten years, earning the 2012 National Distinguished Principal Award for the State of Connecticut and the Outstanding Administrator Award from UCONN's NEAG School of Education. Secretary Cardona then transitioned to lead the work of performance and evaluation in the district, latterly overseeing teaching, learning, and leadership alignment as assistant superintendent.

At the federal level, Secretary Cardona has been especially impactful for students at Southern. His advocacy on behalf of student loan forgiveness is directly relevant to our students and our alumni, as well as some of our faculty and staff.

In addition, the openness with which he has described his journey as a child of Puerto Rican parents who entered Connecticut K-12 schools to becoming a teacher and an advocate for fellow English Language Learners resonates with our students. And it also mirrors our social justice-driven mission to provide access to members of underrepresented and underserved communities in Connecticut.

The honorary doctorate would be awarded at Southern's evening graduate commencement ceremony on May 18, 2023. I thank you for your consideration of this request.

Sincerely,



Joe Bertolino
President

01/17/2023

Dear President Cheng,

I am pleased to nominate Toni Nathaniel Harp, former state Senator and Mayor of the City of New Haven, as the recipient of an honorary doctorate of humane letters from Southern Connecticut State University.

Ms. Harp was the first woman elected as New Haven Mayor in 2013 after serving 11 consecutive terms representing the 10th Senatorial District and its residents in western New Haven and northern West Haven.

She led the legislature's budget-writing Appropriations Committee for six terms and was at the forefront of efforts to improve early literacy, bridge Connecticut's Achievement Gap and provide access to affordable healthcare.

And in both her leadership roles she vigorously supported public higher education, and Southern in particular, recognizing our system's leadership role in shaping Connecticut's knowledge-based economy.

Thanks to Ms. Harp's active support at the state Capitol, Southern saw a new business school and science building completed during her tenure, as well as a major expansion and renovation of Buley Library.

As a three-term mayor, she was a key player in establishing BioPath - a partnership involving New Haven Southern, and the city's burgeoning biotechnology industry that has enhanced research and learning in the sciences, and created both internships and career opportunities for our science students.

Ms. Harp's career in public service was steered by an abiding commitment to social justice that mirrors our mission at Southern. Her drive for inclusiveness, equality, and integrity earned her a reputation as "the conscience of the Senate" at the Connecticut state Capitol.

As a 40-year New Haven resident, she continues her public service as a current board member for a range of community-based organizations, including Concepts for Adaptive Learning, the Community Action Agency of New Haven, Inc., The Justice Education Center, and the Foundation for the Arts and Trauma.

The honorary doctorate would be awarded at Southern's undergraduate commencement ceremony on May 19, 2023. I thank you for your consideration of this request.

Sincerely,



Joe Bertolino
President

February 6, 2023

President Terrence Cheng
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

I write to submit a nominee for the 2023 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee has decided to offer our honorary doctorate to **Sabrina Tucker-Barrett**.

Ms. Sabrina Tucker-Barrett is the Founder, President, and CEO of Girls For Technology (GFT). She created this Hartford-based non-profit organization in 2015 with plans to add 10 additional locations over the next five years. The organization is focused on empowering the professional lives of girls and women (an estimated 3,000 so far) and providing opportunities and educational access that facilitates professional outcomes, such as STEM careers and business acceleration for women-led businesses. Ms. Tucker-Barrett is committed to improving her participants' social and economic lives, thereby positively affecting the larger community.

Some of her accomplishments include the following:

- Grew the organization to \$1M annually in donations by 2022 with a team of 6 and 30+ volunteers. Established a complete infrastructure for the organization, including policies, procedures, systems, and programs.
- Oversaw the effectiveness, utilization, and optimization of 3 primary STEM programs, including the K-12, workforce development, and acceleration for disenfranchised Women-Owned Small Businesses. Created innovative learning experiences that teach entrepreneurship, life skills, confidence building, social change strategies, and global awareness.
- Established relationships with innovative businesses, colleges and universities, politicians, and industry thought leaders to expand the reach of program offerings.
- Developed a comprehensive workforce training program for young professionals aged 18-29 through the Pipeline 4.0 (co-ed) program, providing comprehensive instruction in

IT Support, Project Management, Cybersecurity, and UX/UI Design. Established corporate partnerships to facilitate job placement and successful career outcomes.

- Nurtured start-ups and guided founders through the basics of launching a business, such as financial planning, networking, and writing an effective business plan. Provided ongoing support to entrepreneurs by engaging with them to advise and drive their businesses' growth beyond the initial launch for long-term success.
- Secured state and municipal funding sources in addition to an annual fundraising gala, e.g., The Roots of Technology in 2022 (estimated 500+ attendees) and Life Lessons of Mother Earth – The Roots of Technology planned for 2023 (expected attendance ~1000). Collaborated with staff on event planning, from budgeting and venue selection to catering and marketing/PR.
- Directed social media activities across Instagram, Facebook, and Twitter, in addition to developing content for the GirlsForTechnology.org website. Created buzz around GFT activities using organic social postings and spotlights on upcoming fundraising events.
- Adept at building and strengthening business and customer relationships. Focused on ensuring long-term financial support, such as planned giving and charitable trust to support further awareness and availability of new programs specific to women in science, technology, and business.

Ms. Tucker-Barrett's accomplishments intersect with Charter Oak's mission in several important ways. To begin, she is a proud graduate of Charter Oak with a 2011 bachelor's degree in healthcare administration and management. Charter Oak has a predominantly female student population, so her focus on improving women's career success is precisely in sync with our purpose. But that shared focus has now moved to another level as Girls For Technology is one of the partners on our CareerConneCT grant for the Office for Workforce Strategy. We are counting on GFT to help us find candidates for this groundbreaking workforce training program. This collaboration demonstrates our shared focus on improving the workforce success of the students/women in our respective constituencies.

As her resume attests (see attached), Ms. Tucker-Barrett has been a positive force in her community. She serves on a set of Boards related to the key focus of GFT. She has received an impressive collection of awards in her decade of public life, and the result of that success is that she is a sought-after speaker on issues related to women in the workforce.

At graduation, we encourage our new alums to go out into the world and make a difference. I can think of no recent graduate who has walked that walk better and with more positive effects than Sabrina Tucker-Barrett. The Charter Oak Honorary Doctorate Committee recommends,

after reviewing **Sabrina Tucker-Barrett's** accomplishments, leadership, commitment to higher education, and commitment to women, that she receive the 2023 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 8, 2023 graduation.

Sincerely yours,



Ed Klonoski, President
Charter Oak State College

Enc: Tucker-Barrett resume



NON-PROFIT FOUNDER PRESIDENT & CEO

Innovative system disruptor and business strategist who converts ideas into meaningful social impact while empowering and transforming lives.

CONCEPTUALIZED, LAUNCHED, and SCALED Girls For Technology, Inc., a non-profit founded in 2015. Established the organization's Hartford headquarters with plans to expand into 2 major cities in 2023, including Houston, TX, and the District of Columbia (DC) MD-VA area, with expansion plans to 10 additional locations over the next five years. With a \$5M grant from the State of Connecticut, the organization will scale its footprint across Connecticut. Her receipts include empowering the professional lives of girls and women (an estimated 3,000 so far) by providing opportunities and education access that facilitate professional outcomes, such as budding STEM careers and business acceleration for women-led businesses. A trailblazer committed to improving her participants' social and economic lives that positively trickles into the community.

PROFESSIONAL CAREER

PRESIDENT/CEO | Girls For Technology, Inc., Hartford, CT | 2015 – Present

Foward-thinking Executive with proven record of accomplishment. Driven and ambitious change manager dedicated to continuous business growth focused on enhancing revenue and streamlining business operations.

- Grew the organization to \$1M annually in donations by 2022 with a team of 6 and 30+ volunteers. Established complete infrastructure for the org, including policies, procedures, systems, and programs. Ensure compliance with state/federal agencies.
- Oversee the effectiveness, utilization, and optimization of 3 primary STEM programs, including the K-12, workforce development, and acceleration for disenfranchised Women-Owned Small Businesses. Create innovative learning experiences that teach entrepreneurship, life skills, confidence building, social change strategies, and global awareness.
- Establish relationships with innovative businesses, colleges and universities, politicians, and industry thought leaders to expand the reach of program offerings.

- Develop a comprehensive workforce training program for young professionals ages 18–29 through the Pipeline 4.0 (co-ed) program, providing comprehensive instruction in IT Support, Project Management, Cybersecurity, and UX/UI Design. Establish corporate partnerships to facilitate job placement and successful career outcomes.
- Nurture start-ups and guide founders through the basics of launching a business, such as financial planning, networking, and writing an effective business plan. Provide ongoing support to entrepreneurs by engaging with them to advise and drive their businesses' growth beyond the initial launch for long-term success.
- Secure state and municipal funding sources in addition to an annual fundraising gala, e.g., The Roots of Technology in 2022 (estimated 500+ attendees) and Life Lessons of Mother Earth – The Roots of Technology planned for 2023 (expected attendance ~1000). Collaborate with staff on event planning, from budgeting and venue selection to catering and marketing/PR.
- Direct social media activities across Instagram, Facebook, and Twitter, in addition to developing content for the GirlsForTechnology.org website. Create buzz around GFT activities using organic social postings and spotlights on upcoming fundraising events.
- Adept at building and strengthening business and customer relationships. Focused on ensuring long-term financial support, such as planned giving and charitable trust to support further awareness and availability of new programs specific to women in science, technology, and business.

EDUCATION

B.A., Healthcare Administration & Management | Charter Oak State College | 2011

EXECUTIVE BOARDS

Board of Directors of LAUNCH (formerly Innovation Places) | 2019 – Present

Board of Directors, The Children's Museum | 2021-2022

Member, Advisory Committee, National Center for Women & IT (CT Chapter) | 2018 – 2021

AWARDS & RECOGNITION

- | | |
|--------------------------------------|---|
| • 100 Women of Color Award | • The Capital Community College (Barack Obama Award) |
| • Connecticut Entrepreneurs Award | • Inclusiveness in STEM Education for Youth of Color (Obama's White House Council on Women & Girls) |
| • The Networks Journals: 40 Under 40 | |
-

IN THE NEWS

Interviewed by several area news mediums, including:

- | | |
|--------------------------|---|
| • WFSB | • PrettyWomenHustleOnline.com |
| • PhillyTrib.com | • CTForme.com |
| • InnovationHartford.com | • NewHavenBiz.com |
| • HartfordBusiness.com | • HartfordCourant.com |
| • CT.gov | • Yahoo! News Recognized as "11 Business Owners to Watch" |



ASNUNTUCK COMMUNITY COLLEGE

170 Elm Street Enfield, CT 06082 860.253.3002

Fax 860.253.3007

Office of the Chief Executive Officer

February 22, 2023

President Cheng,

Especially considering our campus's 50th Anniversary, I am honored to submit on behalf of Asnuntuck Community College this nomination for husband and wife, *Mr. William Searle and Mrs. Madonna Jones-Searle of Enfield, Connecticut*, to each receive an *Honorary Degree of the Associate of Arts* in recognition of their commitment, contributions, and support of higher education in our community for almost half a century.

Madonna Jones-Searle, affectionately known to many as "DJ," was a dedicated employee of Asnuntuck Community College for nearly 27 years. At her core, DJ wanted to see students succeed and assist them in overcoming any obstacles they encountered. As a non-traditional student and a single mother, she earned her Associate of Science degree from Asnuntuck campus in 1983. She wanted to stay in higher education and help students by removing any barriers they may encounter. What followed was an impactful career that guided and provided resources for thousands of students. In her tenure at Asnuntuck, she received several Merit Awards for Superior Performance, and in 2011 was the recipient of both the Educational Excellence and Distinguished Service Awards. An active college community member, she participated in several committees, including Scholarship Selection, Promotion, Inauguration, Tenure, and several position searches. Upon her retirement in 2014, DJ was awarded *Director Emeritus of Financial Aid*. DJ's passion for helping others continues post-retirement as she remains an active community member. DJ serves on the Board of Directors for The Network against abuse and domestic violence and the Asnuntuck Foundation's Annual Golf Committee. Together with her husband, Bill, they continue to support the students, campus, and community in any way they can.

William "Bill" Searle's dedication to Asnuntuck is unsurmountable. Arriving in 1974, he is known as one of the founding fathers of Asnuntuck. Known as the campus historian, Bill started his career in Community Service, first with the CT State General Assembly and from 1971-74 as a Coordinator of Community Services for the Board of Trustees (BOT) CT Community Colleges. In 1974, Bill's passion for education grew when he was hired as the Director of Instruction. What followed was a legacy well built.

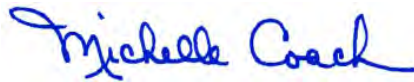
Bill served as Program Coordinator, Director for the Center of Teaching, and Professor. While at Asnuntuck, he served on several state and national committees in which he held leadership roles, including the North American Council for Staff, Program, and Organizational Development (AACC affiliate council), the North American Council for Organizational Development, and the Twin Valley Upward Bound. He was also a founding board member for the CT Center for Teaching and New England Faculty Development, and a founding member of the Capital Region Cooperative Education Consortium. Bill has received several awards through the years, including Educational Excellence, Outstanding Faculty Award, the Frye Award for Program Excellence, Helen Burnstad National Leadership Award, and the Glenn Schmitz Award for National Service.

In addition to these contributions, Bill's involvement in the community is unmatched. He sits on the board of directors for the Enfield Girls Basketball and Softball Associations, is President of the Community College Retirees, and has served as an AARP and VITA volunteer for tax preparation for over a decade. Since his retirement and receiving Emeritus status in 2009, Bill has become very active with the Asnuntuck

Foundation, raising funds for scholarship dollars, helping establish new scholarships, tutoring, assisting with scholarship selections, and serving on the 50th Anniversary Committee. Bill's historical notes have been published along with several other publications. His devotion and dedication do not go unnoticed. He believes *"that every person who walks through the Asnuntuck campus doors deserves an opportunity, and we are here to ensure they get it."*

Bill and DJ have served the Asnuntuck campus and surrounding community for nearly 50 years and have counseled and educated thousands of students. Their reach and impact extend beyond what we can put to paper; they champion education.

I greatly admire their selfless commitment and contribution to the Asnuntuck campus, students, and community. With the endorsement of my cabinet and as CEO of Asnuntuck, I proudly support the nominations of *William "Bill" Searle* and *Madonna "DJ" Jones-Searle* to receive Honorary Degrees from Asnuntuck Community College in 2023.



Michelle Coach
Campus CEO



February 1, 2023

Dear Members of the Connecticut Board of Regents for Higher Education:

It is my sincere honor to nominate Dr. Ilene Tracey, Superintendent of the New Haven Public Schools, to receive an Honorary Associate of Science Degree at Gateway Community College's 31st commencement ceremony on Thursday, May 25, 2023.

Dr. Tracey has worked for the New Haven Public Schools for the past 40 years, beginning as a teacher at Dwight School. In 2004, she was tasked by then-Superintendent of Schools, Dr. Reginald Mayo, with becoming the principal of the newly merged Martin Luther King and Jackie Robinson schools. After six years overseeing the academic turnaround of that school, Dr. Tracey was hired for a role in the NHPS central office, supervising principals and overseeing the implementation of curriculum and policy in the schools. Six years later, she was promoted to Assistant Superintendent, and in June 2020 - with overwhelming support of the parents in the city - Dr. Tracey was appointed Superintendent.

Gateway Community College and New Haven Public Schools students have benefitted tremendously from the partnerships that Dr. Tracey has created and/or fostered, including our Middle College, and both the Health Careers Advancement Program (HCAP) and an automotive pathways program at Hillhouse High School. The Middle College offers courses in ESL, HIS, and Humanities to students to provide college credits while they are matriculated in high school. The HCAP dual enrollment initiative encourages and develops students in health career pathways through Hillhouse High school. Through the Perkins grant and the college and career pathways, Gateway also started an automotive track for students in Hillhouse High School that enables the student to earn college credits from their automotive class that transfer directly to Gateway's associates degree Automotive program.

Perhaps the most notable partnership between Gateway and NHPS is Gateway to College, an innovative and nationally recognized enrollment program that provides a unique and transformative alternative educational opportunity. Very disadvantaged and/or severely at-risk NHPS students attend college courses at the college, all the while being supported both by staff of New Haven Public Schools and Gateway Community College. The program is jointly staffed and resourced, which has required significant investment and a commitment of close coordination between our two entities.

As a result of our joint efforts, students who have been on the verge of dropping out of high school become college graduates and the Gateway/NHPS Gateway to College program has been nationally recognized by Achieving the Dream as one of the most successful and effective programs of its kind in the nation.

Dr. Tracey and New Haven public schools have also partnered with Gateway's Athletic Program to provide us with gymnasium space for practice and for our women's and men's home basketball games. This partnership has helped to keep costs down and has made sure that Gateway's athletic program continues to fulfill its vital role in the college experience of scores of our students.



A Connecticut Community College

20 Church Street, New Haven, CT 06510

Dr. Tracey has announced her retirement after the school year, but she has been instrumental in laying the foundation for numerous partnerships to come, including dual enrollment collaborations through the 101 College Street development project in New Haven.

Dr. Ilene Tracey is an exceptional leader, a steadfast supporter of Gateway and our community colleges, and a dedicated partner in our mission of excellence in public education. I believe her extraordinary contributions to enhancing our college and community fully qualify her to receive an honorary degree from Gateway.

Thank you in advance for your consideration of this nomination. Please do not hesitate to contact me with any questions you may have.

Respectfully submitted,

A handwritten signature in blue ink that reads "William J. Brown, Ph.D.".

William (Terry) Brown, Ph.D.
Chief Executive Officer
Gateway Community College

cc: Terrence Cheng, President, CSCU
Dr. John Maduko, President, CT State Community College
Dr. Miah LaPierre-Dreger, Interim Provost, CT State Community College



February 23, 2023

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate the following individuals to receive an Honorary Associate Science Degree at Housatonic Community College's 56th Commencement ceremony on May 25, 2023. These individuals have been instrumental in strengthening our region. They are community champions and advocates for Housatonic.

Reverend Dr. James Logan, Senior Pastor, Messiah Baptist Church

Reverend Dr. James Logan is the Senior Pastor of the historic 132-year-old Messiah Baptist Church in Bridgeport, Connecticut. Pastor Logan has a Master of Divinity degree from New York Theological Seminary and a Doctor of Ministry degree in Christian Education from Dallas Theological Seminary with a concentration in Marriage and Family Ministry. He has led Messiah Baptist Church since 2013. Pastor Logan is an active member and advocate of the Bridgeport Community. In addition, under his leadership, his church was actively involved in a variety of community activities, especially during COVID establishing Messiah Church as a mobile testing and vaccination site for its members and the Bridgeport community.

Lourdes Delgado, Director of Faith and Education Coalition

Lourdes Delgado has served in the Bridgeport Public School system for 38.5 years as a paraprofessional, teacher, and administrator. She currently serves as the director of the Faith & Education Coalition of the National Hispanic Christian Leadership Conference of Connecticut servicing communities state-wide. The Faith and Education Coalition supports advancing student achievement by advocating for high and comparable standards and local accountability to ensure all children have access to quality education. Under Lourdes' leadership, the Faith and Education Coalition has worked with faith-based organizations and community organizations to implement a research-based parenting program, educating the community and parents on policy that affects them and offering workshops such as: mental health, overdose prevention, financial literacy, family, relationships, school choices, college readiness. Lourdes has worked tirelessly in the Bridgeport community to transform lives in education. She has partnered with Housatonic on numerous occasions and invited me to appear on her radio show as a guest many times to promote programs and events happening at Housatonic. She has and continues to be a true advocate and supporter of



900 Lafayette Boulevard, Bridgeport, CT 06604



Housatonic.

John Torres, Co-Founder and Executive Director, Bridgeport Caribe Youth Leaders

John Torres is the Co-Founder and Executive Director of the Bridgeport Caribe Youth Leaders (BCYL). John has led the transformation of a baseball league into a youth development organization providing enrichment programs and activities via its Sports, Education and Community platforms. He is a motivator, mentor, and visionary leader. Under his leadership BCYL has quadrupled the number of children (800) being served yearly since the organization's inception. John believes it's everyone's obligation to give back to the community; this is evident in the youth participation of Caribe's community outreach programs. In 2010 President Barack Obama recognized John with the President's Volunteer Service Award. More recently, he was awarded the 2019 Alliance Inc. Community Service Award and the 2022 Fairfield County of Approved Baseball Umpires Community Service Award. John has continuously collaborated with Housatonic and brings events to the college that has help us with reaching diverse groups of students in our recruitment and enrollment efforts.

Kathy Saint, President, Schwerdtle Technologies

Kathy Saint is the President of Schwerdtle Technologies, a manufacturing company in Bridgeport, Connecticut. In addition to being President at Schwerdtle, Kathy has embraced her family's tradition of community involvement and education advocacy, allowing her to garner multiple service awards over the years. One honor includes being the first recipient of the Bridgeport Regional Business Council's Women's Leadership Award. Her involvement includes president of the Manufacturers Education and Training Alliance, board member and chair of the education committee of Chamber of Commerce, member of the Manufacturer's Advisory Committee, and a member of the Advanced Manufacturing Advisory Committee at Housatonic Community College. Kathy is an advocate and cares for those underrepresented in the manufacturing industry specifically women. She continues to advocate and work to increase those underrepresented individuals in the industry and Housatonic.

Gwen Brantley, Founder/Executive Director, ACCESS Educational Services, Inc.

Gwen Brantley founded ACCESS Educational Services. The ACCESS mission is to expose underserved and underrepresented students to meaningful STEM education through hands-on and project-based activities that provide early exposure to careers and build student confidence in their science, technology, engineering, math, literacy, and communications skills. ACCESS received its non-profit status in 2012 and the organization has grown to offer several STEM-focused academic programs, and partner with other nonprofits, corporations, and educational and faith-based organizations. ACCESS currently offers Afterschool and Saturday STEM programming, summer enrichment opportunities, and STEM events. Ms. Brantley also serves as an Adjunct Instructor at the University of Bridgeport and a Consultant with the Bridgeport Prospers/United Way of Fairfield County, with



over 35 community and business partners is improving STEM educational opportunities for leading the efforts of The Greater Bridgeport Learning STEM Ecosystem, a global initiative that along for hundreds of Pre-K through 12th-grade students. ACCESS has had the opportunity to impact the lives of thousands of students since its inception. She supported Housatonic's successful application to the National Science Foundation to strengthen STEM transfer rates and served as a community representative for Housatonic's pre-award visit.

Peter Werth, CEO, President and Chairman of ChemWerth, Inc.

Peter Werth is He is an active entrepreneur and philanthropist. He has been a strong supporter of Housatonic Community College through the Werth Family Foundation. Mr. Werth donated \$1 million dollars to Housatonic, the largest donation from an individual in the school's history. This generous gift allowed Housatonic to distinguish itself as the first community college in the state to establish an entrepreneurship and innovation center. The center provides space for business incubation and is a hub for student activity including pitch competitions, speaker series with seasoned entrepreneurs, and entrepreneurship certification programs. Mr. Werth has graciously worked with Housatonic for many years and his donation continues to help our students make great contributions to our region and to the state of Connecticut.

I believe each of these individuals are exceptionally qualified to receive an honorary degree from Housatonic Community College; a distinction reserved for those making extraordinary contributions to enhance our college and community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

Dwayne Smith, Ph.D.



Nicole Esposito, EdD, LMHC
Chief Executive Officer

tel: 860.512.3100
fax: 860.512.3101
nesposito@manchestercc.edu

February 20, 2023

Academic & Student Affairs Committee
Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Academic and Student Affairs Committee:

Enclosed please find our request for an honorary degree for Vinh (Ocean) Vuong.

Mr. Vuong attended Manchester Community College (MCC) from 2006-2008 and during that time he had earned 57 credits (3 credits short of graduating). Although he transferred before receiving his degree, he attributes his time at MCC as very important to him personally and to his development as a writer.

Mr. Vuong was scheduled to be the 2021 commencement speaker but due to Covid-19, was unable to commit. We would like to invite him back to MCC and honor him with an honorary degree at the 59th commencement ceremony on Thursday, May 25, 2023.

I respectfully ask for the committee's approval of this honor.

Sincerely,

Nicole Esposito

Nicole Esposito, Ed.D.
Chief Executive Officer

Manchester Community College

2023 Honorary Degree Candidate - Vinh (Ocean) Vuong

Vinh (Ocean) Vuong was born in Saigon, Vietnam and raised in Hartford, CT. Upon graduating from Glastonbury High School in 2006 he attended Manchester Community College from 2006-2008. Vuong earned 57 credits and prior to graduating, transferred to Pace University to study International Marketing. Without completing his first term, he dropped out of Business school and enrolled at Brooklyn College, where he graduated with a BA in Nineteenth Century American Literature. He subsequently received his MFA in Poetry from NYU.

Ocean Vuong is the author of The New York Times bestselling poetry collection, *Time is a Mother* (Penguin Press 2022), and The New York Times bestselling novel, *On Earth We're Briefly Gorgeous* (Penguin Press 2019), which has been translated into 37 languages. A recipient of a 2019 MacArthur "Genius" Grant, he is also the author of the critically acclaimed poetry collection, *Night Sky with Exit Wounds*, a New York Times Top 10 Book of 2016, winner of the T.S. Eliot Prize, the Whiting Award, the Thom Gunn Award, and the Forward Prize for Best First Collection. A Ruth Lilly fellow from the Poetry Foundation, his honors include fellowships from the Lannan Foundation, the Civitella Ranieri Foundation, The Elizabeth George Foundation, The Academy of American Poets, and the Pushcart Prize.

Vuong's writings have been featured in *The Atlantic*, *Granta*, *Harpers*, *The Nation*, *New Republic*, *The New Yorker*, *The New York Times*, *The Paris Review*, *The Village Voice*, and *American Poetry Review*, which awarded him the Stanley Kunitz Prize for Younger Poets. Selected by *Foreign Policy* magazine as a 2016 100 Leading Global Thinker, Ocean was also named by BuzzFeed Books as one of "32 Essential Asian American Writers" and has been profiled on NPR's "All Things Considered," PBS NewsHour, *Teen Vogue*, *Interview*, *Poets & Writers*, and *The New Yorker*.

Ocean attributes his time at Manchester Community College as very important to him personally and to his development as a writer. Ocean was scheduled to be the 2021 commencement speaker at Manchester Community College but due to Covid-19, was unable to commit.

He currently lives in Northampton, Massachusetts and is a tenured Professor of Creative Writing at NYU.



Office of the Chief Executive Officer

February 21, 2023

JoAnn Ryan
Chair
Connecticut Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear Chairperson Ryan:

It is a pleasure to submit for the Board of Regents' approval the nomination of Catherine (Cathy) Awwad as a recipient of an honorary associate in science degree from Naugatuck Valley Community College (NVCC). We hope to present her with an honorary degree at our commencement on May 25, 2023.

Biography:

Cathy, a Waterbury native, is the outgoing President and Chief Executive Officer for the Northwest Regional Workforce Investment Board (NRWIB). The NRWIB promotes business growth and economic opportunity by expediting talent matching, and by providing access to training programs that address skills gaps. Cathy joined the NRWIB in 2001 and oversaw the growth of the budget from \$3M annually to \$20M annually, as well as the expansion of its service region from 12 municipalities to 41 cities and towns in the Northwest region of Connecticut. NVCC's campuses in Waterbury and Danbury are part of the NRWIB's current service region, with NRWIB Job Centers in both cities.

Contributions to Naugatuck Valley Community College:

Cathy has spent her career advocating for educational and training programs that best support the needs of our students and local employers. She has worked closely with the college, advising on both credit and noncredit course offerings. For many years, our Center for Job Placement and College Opportunity office and Director of Workforce Transition have partnered with Cathy and the NRWIB through the American Job Center, ensuring our programs are approved for WIOA (Workforce Innovation and Opportunity Act), TAA (Trade Adjustment Assistance), and other grant funds, meeting with potential students, guiding them to programs that meet their grant requirements, and supporting them through completion of credentials. This partnership has resulted in significant growth in the numbers of students entering the workforce and contributing productively to our local communities. Also, the recent addition of CareerConneCT has already proven to add even more value to our partnership with NRWIB and to increase the ease and access for students applying directly to our non-credit programs.

Under Cathy's leadership and through financial support from the NRWIB, NVCC has run its successful Workforce Achievers Value Education (WAVE) program since 2005. The WAVE Program works with a select group of students to build academic and work skills while developing each student's emotional quotient, enabling them to get along successfully in the real world. Through work experience, education, and support services, WAVE students learn a holistic approach to life. Students are accepted based on academic qualification and federal eligibility requirements. They commit to attending NVCC full-time

while working a limited number of hours for at least one year and meeting daily with program administrators through one-on-one conferences, lunches, and classes. NVCC WAVE students work on-campus and off-campus in the local community. Since the program's inception, almost 200 WAVE students have graduated from NVCC. More than half of the WAVE students who graduate with their associate degrees go on to four-year colleges or universities. Many of these students are offered merit or academic scholarships along with financial aid.

Contributions to the Community:

Cathy's contributions to the Waterbury community are vast. She currently serves as the president of the volunteer board of the Waterbury Development Corporation, and in the past, she served on Waterbury's Board of Public Works, Board of Education, and Board of Aldermen. Cathy is also the current coach of the Crosby High School freshman basketball team. She took the job in 2018—with no pay—to ensure that there was a freshman team for incoming Crosby students. Her commitment to Waterbury youth and their potential is unwavering.

Cathy Awwad has made significant contributions to Naugatuck Valley Community College, our students, local employers, and the greater Waterbury community throughout her lengthy career. Thank you for your consideration of this request. I understand that this nomination is confidential until approval is received from the Board of Regents.

Sincerely,



Lisa Dresdner, Ph.D.
Chief Executive Officer

cc: Terrence Cheng, President, Connecticut State Colleges and Universities
Dr. John Maduko, President, Connecticut State Community College



OFFICE OF THE CAMPUS CEO
QUINEBAUG VALLEY COMMUNITY COLLEGE

February 10, 2023

President Terrence Cheng
CT State Colleges and Universities
61 Woodland Street
Hartford, CT 06019

Dear President Cheng:

On behalf of Quinebaug Valley Community College, I would like to nominate Steven “Steve” Townsend for consideration to receive an honorary Associate of Science degree from Quinebaug Valley Community College.

Since the late 70’s, Steve Townsend has exemplified the qualities and character of a Quinebaug Valley Community College graduate and his impact on our college has been transformational to say the least. After graduating from Putnam High School, Steve began his post-secondary studies at QVCC (Quinebaug Valley Community College) in 1973. After earning 21 credits, he transferred to Bryant University, where he received both his bachelor’s degree in 1976 and his master’s in business administration in 1980. Yet, Steve never forgot his foundation and roots at Quinebaug Valley Community College.

For 16 years, as an active Foundation member, he worked tirelessly to raise funds for the Foundation, including co-chairing (with his wife Marge) the college’s first capital campaign which raised \$1.5 million dollars. He is the Foundation’s largest individual donor and most importantly, he has never forgotten where he started. Although Steve travels the country (and the world) as a respected business leader and board member of several publicly traded companies, he is *never* too busy to meet students one-on-one, always willing to speak to classes and to advise and mentor his scholarship recipients through a hands-on approach. Steve’s words and actions demonstrate a life-long belief in education as a transformative “hand-up,” providing students the tools to break vicious cycles of poverty.

After graduating from Putnam High School, Steve began his post-secondary studies at QVCC in 1973. After earning 21 credits, he transferred to Bryant University, where he received both his undergraduate degree in 1976 and his MBA in 1980.

From 1981 to 1995, Steve co-founded and served in operational, financial, and administrative positions for Cornucopia Natural Foods, later becoming United Natural Foods Incorporated (UNFI). From 2001 to 2005 he was President and Chief Executive Officer of UNFI, the largest publicly traded wholesale distributor of healthier food options for people throughout the United States and Canada. While at UNFI, Steve established a culture of philanthropic giving to include an endowed scholarship fund at QVCC. This important public and private partnership continues today whereby UNFI provides food donations to help offset food insecurity in QVCC’s student population.

In 1998, recognizing the key role QVCC played in their education and wanting to help others pursue their own educational dreams, this dynamic duo created the Steven & Marjolaine ’87 ’88 Townsend Scholarship fund. In May 2022, \$45,000 will be given to 25 qualified local students studying in various programs including Business Administration, Fine Arts, and Liberal Arts and Sciences. This is the largest fund the Foundation manages and to date, hundreds of QVCC students have benefitted from its proceeds.



OFFICE OF THE CAMPUS CEO
QUINEBAUG VALLEY COMMUNITY COLLEGE

Steve has also played a significant role in the expansion of services through The QVCC Willimantic Center, established in 1986 to facilitate access to residents of the southwestern corner of QVCC's service area. In 1999, the Center relocated to its current location at 729 Main Street, a building owned by the Townsends. With its visibility and accessibility to the downtown Willimantic community, the Center has made a vital contribution to the town's residents. The Center has been crucial in the development of QVCC's English as a Second Language programs and has offered college credit courses in addition to many job-focused workforce development programs. In December of 2021, Steven and Marjolaine announced that they would generously gift the Willimantic Center to QVCC, ensuring that the college will maintain a permanent home in downtown Willimantic for generations to come.

From my vantage point, although Steve never finished his QVCC degree, he has more than earned the title of a proud QVCC alumni member. Through his work, his service to others and his generosity of spirit, Steve has made QVCC and Northeast Connecticut better places to live, work and study. It must be noted that his commitment to this region is not only limited to QVCC but to many other organizations serving vulnerable populations including Day Kimball Healthcare where the Emergency Room is named in Steve and Marge's honor. Moreover, Northeast Connecticut's native son's positive impact is felt far beyond Windham County. Steve and Marge were recently named the 2021 Boys and Girls Club of Sarasota and DeSoto Counties Champions for Children Honorees. In Florida, Steve continues to help others through his work, wealth, and wisdom to include weekly tutoring sessions for at-risk youth in these clubs.

For over 40 years, despite humble and challenging beginnings, Steve Townsend shows the heights that can be achieved by all QVCC students and the positive impact one individual can play in the lives of many.

It is my hope that this deserving candidate may be formally recognized by the Board of Regents with an honorary degree.

Thank you for your consideration in this matter.

Sincerely,

Karen Hynick

Chief Executive Officer, QVCC

February 15, 2023

President Cheng,

Pursuant to the instructions of the Connecticut State Board of Regents, I am honored to submit, on behalf of the Tunxis Community College, this nomination for *Ms. Cynthia Bombard of Avon, Connecticut*, to receive an *Honorary Degree of the Associate of Arts* in recognition of her commitment and contributions to building Workforce Development Training and Education in our state.

Ms. Bombard's career has influenced businesses and industries to invest in workforce development and education. With over thirty years of involvement in the Chambers of Commerce, her experience began in the late 1970s when she worked for the Bristol Press Publishing Company, followed by her role at Bristol Hospital in the Marketing and Public Relations Department as the Director of Business Development. In both positions, she was appointed as the liaison to the Chamber. Before joining the Chamber staff, Cindy also volunteered with the Plymouth Chamber of Commerce for over a decade, holding positions of President, Vice-President, and Events Coordinator.

Her other experience includes the PTA for the Town of Plymouth for over ten years; she was also one of the leaders starting the Plymouth PTA Council; Cindy also served two terms on the Plymouth Town Council and two terms on the Plymouth Board of Education.

In 2005, Cindy joined the Central CT Chambers of Commerce as a Business Service representative through a contracted employee through Capital Workforce Partners, tasked with helping individuals obtain employment in the workforce. As she continued to succeed in this position, the Chamber hired her as the full-time Operations Manager, which grew into helping with membership, marketing, and affiliate development.

Today, Cindy Bombard is the President & CEO of the Central Connecticut Chambers of Commerce (CCCC), which is the second largest chamber network in the State of Connecticut.

Cindy has a passion for the Chamber and supporting Economic and Workforce Development that serves our diverse communities and the people that call this area home. She has been a part of the Central CT Chamber family for over 15 years, the past eight years as President; before her employment, she volunteered another ten in the Chamber world. Before the role as President & CEO, she was the Executive Director for three Central CT Chambers of Commerce affiliates: Farmington Chamber of Commerce, New England Spring and Metalstamping Association, and Connecticut Tool & Machining Association.

Some of the committees and organizations she participated in are the Bristol Boys and Girls Club Board, Plymouth Food Pantry, Bristol Education Foundation, Town of Plymouth Schools to Career committee, Bristol Technical School Advisory, Farmington High School Advisory Board, Bristol Technical Committee, Farmington Rotary Club, Bristol Works Board, and as the President of the Tunxis Community College Foundation. Dr. James Lombella, Executive Vice President of Workforce and Economic Development for CT State Community College writes:

"Cindy is a true champion committed to building workforce development and economic growth in Connecticut."

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
860.773.1300
tunxis.edu
A Connecticut Community College

She successfully connects many working groups, organizations, and educational partners with a focus on driving alignment and positive outcomes for employers and our communities. Her passion and track record developing our workforce makes her a true champion of our state and most worthy of being considered for an Honorary Degree for Tunxis Community College in recognition of all the opportunities, partnerships, and collaborations she has grown, nurtured, and supported."

In May 2020, Cindy was appointed to The Reopen Connecticut Small Business Task Force implemented by Governor Lamont during the COVID pandemic.

In large part to efforts by Cindy, in April of 2023, a new workforce development program BristolWORKS was announced. The initiative "Bristol Works" is described as a collaborative workforce development training program to prepare potential workers for employment. The programs of basic manufacturing, information technology, healthcare, and early childhood development are intended to provide skills and certifications so that would-be workers can jump into employment quickly or enter advanced programs in local Community College programs. Cindy is a Champion of building workforce development pipelines that work collaboratively with multiple local and state organizations. Paul Lavoie, Chief Manufacturing Officer for the State of Connecticut shared the following:

"I have worked closely with Cindy over the past 10 years, with the last 3 as her Board Chair. Cindy is a dynamic leader and a force in the community. She has boundless energy and is a strong advocate for the business community on multiple fronts. The Central Connecticut region has benefited significantly from Cindy's contributions on many different levels. She is one of the driving forces in the region."

With great admiration for her career and personal commitment to workforce development, training and education, I am proud to support the nomination of Ms. Cynthia Bombard to be a recipient of an Honorary Degree from Tunxis Community College.

Sincerely,



Darryl Reome, Ed.D.
Campus CEO
Tunxis Community College

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

concerning

Revision to the Policy on CSCU Centers and Institutes
March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the revisions to the Policy on CSCU Centers and Institutes.

ITEM

Approval of Revisions to the Policy on Centers and Institutes

PROPOSAL

The current BOR “CSCU Establishment of Centers and Institutes” policy (1-16) was last revised in February, 2020 to provide clarity about the types of centers that do not need Board approval. The proposed revision provides greater clarity about the possible functions of centers and institutes.

The revision describes the distinction between centers and institutes, specifically that the primary function of centers is one of instruction or research and the primary function of institutes is focused on clinical, community, or public services. The revision also acknowledges that there can be overlap in these functions and the focus of centers and institutes often evolves over their useful lifetime. Finally, the proposed revision removes the detailed procedures contained in the existing policy and delegates that procedure to the office of the CSCU Provost.

RECOMMENDATION

It is the recommendation of the CSCU Provost and Senior Vice President of Academic Affairs and the Academic and Student Affairs Committee that this revision be forwarded to the full Board for their approval.

03/10/2023 – BOR Academic & Student Affairs Committee

03/23/2023 – Board of Regents

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

Policy Statement -- DRAFT

Introduction

The purpose of this policy is to define CSCU Centers and Institutes and present guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities with self-sustaining, substantial source(s) of funding that are engaged in research, instruction, or clinical or other services.

This policy covers academic centers and institutions and requires that the Board of Regents (BOR) approve the initiation of centers and institutes. Each center or institute will be reviewed every seven years by the BOR. These requirements ensure financial sustainability and that the mission of the center or institute is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

Centers and Institutes can be remarkably similar and distinctions between them are often lost over their useful lifetime. However, Centers have an instructional or research focus, while Institutes focus on clinical, community or public service. Often there is significant overlap between these foci. Proposals should identify a primary purpose to initially determine whether "Center" or "Institute" is more appropriate.

Centers and Institutes can be formed or established as a consequence of external funding (e.g., federal grant, industry partnership), in response to institutional needs (academic resource for students or faculty) or state-wide initiatives (training or diagnostic resource), or as a result of interactions among interested groups of faculty members with shared interests, expertise, or focused mission to address particular problems, research questions, or scholarly activities. Centers and Institutes can range in scope, areas of focus, organizational structure, funding models, and review procedures. Centers and Institutes may be established for a specific purpose, may have a finite lifetime, may expand into broader structures over time, or narrow to a more disciplinary focus.

Definitions & Features

Centers and Institutes:

- are formally approved academic units located within or alongside the traditional academic hierarchy of department/school/college.
- provide a vehicle for cross-disciplinary or cross-unit collaboration and partnership to maximize the capacity of CSCU Institutions to address complex problems, conduct research, educate students, and serve the needs of the institution, CSCU system, state of

CT, or beyond.

- are organized around a scholarly, creative, research, educational, clinical, and/or public service activity that combines the interests and expertise of individuals, departments, schools, and/or administrative units across the institution, and may also draw on the expertise of others external to the campus or Institution.
- strengthen and enrich the efforts of CSCU institutions to fulfill their mission and the mission of the CSCU system.
- may be freestanding or within a department or school/college.
- may be *institutional*, involving departments, schools, and other units within CSCU or *inter-institutional*, supporting and promoting collaboration across institutions of higher education within the CSCU system or beyond. Inter-institutional Centers/Institutes should designate one institution as the administrative institution to be responsible for general and fiscal oversight.
- may offer services to constituents beyond the campus community, e.g., individuals as well as private and public entities. While Centers/Institutes by their nature and location serve the campus community, their focus is not exclusively internal.

Centers and Institutes do not confer degrees or offer for-credit academic degree instruction, except in the role of supporting units with such authority. Activities will vary depending on the function of a Center or Institute and may include:

- providing opportunities for professional development of faculty and staff through teaching, research, scholarly and creative activities, and public service.
- affording research, service, and/or experiential learning opportunities to CSCU students, faculty, and staff.
- fostering and facilitating interdisciplinary efforts among disciplines, departments and across colleges.
- publishing journal articles, making conference presentations, hosting forums and otherwise publicizing research results and studies of services rendered.
- providing a clearinghouse or repository for information of interest to professionals and conducting workshops and conferences for continuing education.
- enhancing the curriculum by facilitating and supplementing the academic experience of students.
- developing marketable products and services and facilitating their movement into the marketplace.
- implementing formalized linkages between the academic community and the professional and/or service community of focus in the region or service area.
- other functions as stated in the organizational document and approved following the process described below.

Establishing a Center/Institute

The CSCU Office of the Provost is authorized to develop the procedure for submitting a proposal for a CSCU Center or Institute to the Academic and Student Affairs Committee (ASA) of the Board of Regents (BOR). The ASA will take action and, if it approves, will propose the

Center/Institute to the BOR for action. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period, at which time its director shall submit an Interim Progress Report to the ASA detailing progress to date. In the seventh year of a CSCU Center or Institute established under these guidelines, its director shall submit a Report for Continuation or Discontinuation to the ASA. The ASA will take action and, if it approves, will propose the Center/Institute to the BOR for action. If the Center/Institute is approved for continuation, it shall continue for another seven-year period. A Report for Continuation or Discontinuation will then be submitted every seven years for the life of the Center/Institute. Forms for the fourth-year report as well as for the Report for Continuation or Discontinuation will be developed by the CSCU Office of the Provost.

In determining a proposal's merits, the BOR shall consider the following components:

- *Demonstrated need for the establishment of the Center/Institute and a comprehensive plan to address this need, including*
 - *scope of activities of the Center/Institute*
 - *local, regional, and/or national significance of the anticipated contributions of the Center/Institute*
 - *relationship (if any) of the proposed Center/Institute to existing Centers/Institutes within CSCU and assurance that the mission and work of the proposed Center/Institute does not duplicate or subsume that of existing CSCU programs*
- *Clearly articulated mission statement and strategic goals/objectives of the proposed Center/Institute that support mission and strategic goals of the institution, CSCU system, and BOR. Specific description as to how the proposed entity would add value to the institution and the system.*
- *The administrative structure of the proposed entity and its departmental affiliation(s) -- administration, faculty and staff and their expertise, roles, and responsibilities.*
- *Budget for the first year of operation and projections to cover expenditures in each additional year of the initial four-year provisional period, including the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.*
- *Comprehensive evaluation plan.*

The BOR will apply the same criteria to the periodic reviews of Centers and Institutes with specific focus on how well the entity has carried out its evaluation plan and met the goals identified in the initial proposal and subsequent updates to the mission and goals of each Center/Institute. The BOR will also focus on the future need and effectiveness of the Center/Institute.

Policy #	Policy Name	Reso #	Date Approved
1.16	CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES	BR 20-012 (RESCINDS 17-136)	2020-02-06

CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES POLICY

Policy Statement

The purpose of this Policy is to define CSCU Centers/Institutes and present Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities engaged in research, instruction, or clinical or other services. The BOR policy covers academic centers and requires initial approval of a center/institute and a review every seven years. These requirements ensure financial sustainability and that the mission is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

Definitions -

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

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

Features –

The Board of Regents (BOR) requires Centers/Institutes to advance achievement of one or more of the System's Five Goals, which are:

- GOAL 1. A SUCCESSFUL FIRST YEAR
- GOAL 2: STUDENT SUCCESS
- GOAL 3: AFFORDABILITY AND SUSTAINABILITY
- GOAL 4: INNOVATION AND ECONOMIC GROWTH
- GOAL 5: EQUITY

Additionally, BOR encourages Centers/Institutes:

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

Policy Guidelines

Establishing a Center/Institute

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

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

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

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

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

If the Academic Council votes to endorse the proposal, it shall be forwarded by the Office of the System Provost via a Staff Report to the BOR's Academic and Student Affairs Committee (ASA) for its consideration. The Staff Report shall contain an analysis regarding the proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal will be forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

Center/Institute Evaluation

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

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

By September 1st, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued for another seven-year period or discontinued as of the following December 31st will be forwarded to the BOR for its consideration as a consent item.

After the initial seven year review, the review process for continued Centers shall be repeated every seven years.

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

Continuation or Discontinuation of Center/Institute

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

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

It is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

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

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

Revised:

ASA – 01-24-2020

BOR - 02/06/2020

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Rescission of CT State Academic Policies
March 23, 2023

WHEREAS, The Board of Regents for Higher Education pursuant to its statutory authority in Connecticut General Statute Section 10a-6 shall “establish policies and guidelines for the regional community-technical college system” (CSCU’s 12 community colleges); and

WHEREAS, the Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State College and Universities System into a singularly structured and accredited College with 12 campuses; and

WHEREAS, a comprehensive review of all community college policies appearing in the Board of Trustees of Community-Technical Colleges Policy Manual has taken place, including review by the CT State Cabinet, committees of CT State faculty and administrative staff, CSCU Chief Financial Officer, CSCU’s General Counsel’s Office; and

WHEREAS, an initial list of outdated, duplicative, and unnecessary academic policies has been presented in the attached chart; now let it be

RESOLVED, that the Board of Regents for Higher Education approves the rescission of the policies, as presented in the attached chart; and be it further

RESOLVED that the Board of Regents charges CT State administration with the communication of the rescissions to all CT State Community College staff.

CT State Policies: Rescissions

For Consideration by the BOR ASA Committee

March 10, 2023

BOT Policy Manual: <https://www.ct.edu/files/pdfs/ccc-policy-manual.pdf>

Current BOR Policies: <https://www.ct.edu/regents/policies>

<u>Policy</u>	<u>Title</u>	<u>Action</u>	<u>Board of Regents Policy Currently in Effect</u> <u>Details and Notes</u>
		A: Rescission	
BOT 2.2.3	CSU/CTC Joint Statement on Transfer and Articulation	A: Rescission	BOR 1-5: Transfer and Articulation Policy.
BOT 2.3.1	Mission - May 10, 1971 Statement	A: Rescission	Update by BOR 3/9/2018
BOT 2.3.2	Mission - December 20, 1971 Statement	A: Rescission	Update by BOR 3/9/2018
BOT 2.3.3	Mission - May 17, 1976 Statement	A: Rescission	Update by BOR 3/9/2018
BOT 2.3.4	Mission Statement (October 19, 1992; amended December 21, 1992)	A: Rescission	Update by BOR 3/9/2018
BOT 2.5	Regulation Advisory Councils - Guidelines	A: Rescission	Structure no longer exists
BOT 2.6	Tuition and Financial Aid - Philosophy	A: Rescission	BOR 5-9: Financial Aid Policy, Philosophy, and Code of Conduct for CSCU Community Colleges.
BOT 2.6.1	Financial Aid Policy	A: Rescission	BOR 5-9: Financial Aid Policy, Philosophy, and Code of Conduct for CSCU Community Colleges.
BOT 2.6.2	Financial Aid Code of Conduct	A: Rescission	BOR 5-9: Financial Aid Policy, Philosophy, and Code of Conduct for CSCU Community Colleges.

BOT 2.7	Child/Day Care Centers	A: Rescission	This section is both philosophical about access to childcare for students and procedural, describing for campuses how to establish a center.
BOT 2.12	Policies and Procedures for the Granting of Honorary Associate Degrees in CCC System	A: Rescission	Replaced by 1.3 Granting Honorary Degrees CSCU system BR 12-019 approved 3/15/12
BOT 3.1	Common Course Numbers	A: Rescission	Outdated with CT State's aligned curriculum
BOT 3.2	Academic Calendars	A: Rescission	Current calendars are established within the parameters of the collective bargaining units and in tandem with the CSU institutions. Additionally, this work is now done by a CSCU Common Calendar Committee who is charged by the CSCU Provost's office
BOT 3.3	Associate Degrees	A: Rescission	Updated by BOR 1-13: Policy Statement on Associate Degrees - https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf –
BOT 3.3.2	Community College System Definitions	A: Rescission	Updated by BOR 1-13: Policy Statement on Associates Degrees.
BOT 3.3.4	General Education Component	A: Rescission	Updated by BOR 1-12: Policy to Normalize Credit Hours 10-16-2014 - https://www.ct.edu/files/policies/1.12%20Policy%20to%20Normalize%20Credit%20Hours%2010-16-2014.pdf
BOT 3.3.6	General Studies	A: Rescission	Gen Ed policy has been replaced by 1.21 Policy on General Education Core – Connecticut State Community College - https://www.ct.edu/files/policies/1.21%20Policy%20on%20General%20Education%20Core.pdf General Studies Degree outcomes are not policy and should be governed by the Curriculum Congress
BOT 3.5	Grades	A: Rescission	Grade policy has been replaced by 1.19 Policy on Grading, Notations, and Academic Engagement -

			https://www.ct.edu/files/policies/1.19%20Policy%20on%20Grades,%20Notations,%20and%20Academic%20Engagement.pdf
BOT 3.5.2	Administrative Transcript Notations: Letters other than A-F	A: Rescission (3.5.2)	Administrative Transcript Notations – Letters other than A-F policy has been replaced by 1.19 Policy on Grading, Notations, and Academic Engagement - https://www.ct.edu/files/policies/1.19%20Policy%20on%20Grades,%20Notations,%20and%20Academic%20Engagement.pdf BOR 1-19: Policy on Grading, Notations, and Academic Engagement.- Audit changes to clarify audit purpose and repeat policy.
BOT 3.6.1	Community Service Mission: Guidelines	A: Rescission	None of this policy is current
BOT 3.7	Assessment of Student Services	A: Rescission	Replaced by 21-012 Academic Programming Approval Policy, Feb 18, 2021 - https://collections.ctdigitalarchive.org/islandora/object/30004%3A190?search=Academic%2520Program%2520Review%2520Policy%2520
BOT 3.12	Physical Education Activities and Athletics	A: Rescission	Outdated - a job function of Student Activities.
BOT 3.15	Program Evaluation and Special Areas of Study	A: Rescission	Replaced by BOR 1-7: Assessment of Student Learning
BOT 3.16.1	Name Change	A: Rescission	Replaced by BOR 1-2: CSCU Academic Programming Approval Policy
BOT 3.16.2	Options	A: Rescission	Replaced by BOR 1-2: CSCU Academic Programming Approval Policy
BOT 3.16.3	Termination	A: Rescission	Replaced by BOR 1-2: CSCU Academic Programming Approval Policy
BOT 3.18	TV Community College	A: Rescission	Outdated
BOT 3.19	Assessment: Entering Students	A: Rescission	Suspended by policy BOR 1-9.
BOT 5.7	Notification of Rights Under the Family Educational Rights & Privacy Act (FERPA)	A: Rescission	Replaced by BOR 2-2: FERPA and Directory Info.

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Western Connecticut State University
Tenure – Spring 2023

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the Spring 2023 tenures recommended by the Interim President of Western Connecticut State University.

A True Copy:

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

ITEM

Approval of the Spring 2023 tenures recommended by the Interim President of Western Connecticut State University

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.



DATE: November 30, 2022
TO: Terrence Cheng, President, Connecticut State Colleges & Universities
FROM: Dr. Paul B. Beran, Interim President, Western Connecticut State University. *PBB*
CC: Dr. Missy Alexander, Provost & Vice President for Academic Affairs, WCSU
Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair, WCSU
Fred Cratty, Chief Human Resources Officer, WCSU
Dr. Forest Robertson, Promotion & Tenure Committee Co-Chair, WCSU
SUBJECT: *WCSU Tenure Recommendations*

Please know that I, as Interim President of Western Connecticut State University, support and concur with the recommendation of Provost Missy Alexander for the following faculty members be to presented to the Connecticut Board of Regents for Higher Education at their next meeting for consideration for tenure at WCSU.

Tenure

Dr. Kimberlee-Ann Bridges, Nursing
Dr. April Moreira, Social Work

If there are any questions or further clarification needed, please do not hesitate to contact me.

PBB/moc



TO: Dr. Paul Beran, Interim President

FROM: Dr. Missy Alexander 
Provost and Vice President for Academic Affairs

DATE: November 30, 2022

RE: 2022-2023 Tenure Recommendations (January Start Date)

I concur with the P&T Committee's recommendation of tenure for the following faculty:

TENURE

Title	First Name	Last Name	Department
Dr.	Kimberlee-Ann	Bridges	Nursing
Dr.	April	Moreira	Social Work

KIMBERLEE-ANN BRIDGES, Ed.D., RN-BC, CNL, CNE

EMAIL: BRIDGESK@WCSU.EDU
PHONE: 203-512-3439

EDUCATION:

Teachers College Columbia University · New York, NY Doctorate in Nursing Education	May 2022
Fairfield University · Fairfield, CT Master of Science in Nursing · Clinical Nurse Leader	May 2012 Summa Cum Laude
Fairfield University · Fairfield, CT Bachelor of Science in Nursing	August 2003 Magna Cum Laude
Sacred Heart University · Fairfield, CT Bachelor of Science in Psychology	May 1994

ACADEMIC EXPERIENCE:

2018 – Present Assistant Professor Western Connecticut State University, Department of Nursing · Danbury, CT

Undergraduate:

- NUR 235: Clinical Nursing Practice I
- NUR 255: Clinical Nursing Practice III
- NUR 335 Clinical Nursing Practice III
- NUR 374: Leadership and Management in Contemporary Nursing Practice

Spring 2018 Instructor, Special Appointment Western Connecticut State University, Danbury, CT

Undergraduate:

- NUR 235: Clinical Nursing Practice I
- NUR 374: Leadership and Management in Contemporary Nursing Practice

Fall 2017 Clinical Adjunct Instructor Western Connecticut State University, Danbury, CT

Undergraduate:

- NUR 255: Clinical Nursing Practice II at Danbury Hospital

Spring 2017 Instructor, Special Appointment Western Connecticut State University, Danbury, CT

Undergraduate:

- NUR 235: Clinical Nursing Practice I at Hancock Hall

2014-2016 Clinical Adjunct Instructor Western Connecticut State University, Danbury, CT

Undergraduate:

- NUR 201: Introduction to Physical Assessment
- NUR 235: Clinical Nursing Practice I at Hancock Hall
- NUR 255: Clinical Nursing Practice II at Danbury Hospital Surgical Unit

Service to the Department:

- 2018-present Department of Nursing Learning Resource Committee Member
 - Maintained and organized nursing skills and simulation labs.
- 2022- present Department of Nursing Undergraduate Committee Member
- 2021-present Department of Nursing Ad Hoc Simulation Committee (Founder)
 - Elected Chair
- 2022 Department of Nursing Next Generation NCLEX Work Group Member
 - Selected testing software that would mimic the Next Generation NCLEX
 - Resource for faculty to implement ExamSoft in their courses

- 2018-2022 Department of Nursing Faculty Affairs Member
 - Assisted with department bylaw revisions
 - Participated in the organization of department elections for coordinator and DEC positions each year.
 - Planned and organized relevant educational presentations for nursing faculty
- 2021 Faculty Search Committee
 - Participated in evaluating credentials, activities, and interviewing faculty candidates
- 2018-2021 Sunshine Fund Organizer
 - Collected funds and tracked expenditures
 - Sent flowers/gifts for significant events within the department
- 2019, 2021, 2022 Attended the Nursing Pinning Ceremony
- 2020-2021 Volunteered to supervise nursing students at the Covid Vaccine Community Clinics
- 2019 Attended the WCSU Sigma Theta Tau Nursing Honor Society Induction Ceremony
- 2019 Volunteered at the Nursing Open House
- 2019 Volunteered at the Nursing Program Tour for a prospective student athlete
- 2018 Volunteered at the Nursing Preview Day
- 2018 Nursing Department Promotional Video
 - Narrated a promotional video for the WCSU Alumni Society to promote the simulation labs
- 2018 Abbott Technical School student visit
 - Provided tours and information on the profession of nursing to high school students who were interested in the profession of nursing
- 2017, 2019 WCSU Sigma Theta Tau Nursing Honor Society Induction Ceremony

Service to Western Connecticut State University:

- 2022 First-Year Retention Summer Workgroup Committee Member
- 2020-2023 Enrollment Management Committee Elected Member
 - Chair 2022-2023
 - Member 2020-2022
- 2022 Western Connecticut University 2-Day Retreat
- 2021 School of Professional Studies Open House
- 2021 Volunteered with nursing students at the Covid Vaccine Clinics at Western Connecticut State University
- 2019-2021 Mediation Committee Elected Member
 - Member 2019-2021
- 2019 Volunteered at the Accepted Students Day
- 2019, 2022 Attended the WCSU Commencement Exercises
- 2019 Attended the WCSU New Student Orientation
- 2019 Attended the Western Day of Service
- 2019, 2021, 2022 Attended and volunteered as a judge for the Western Research Day
- 2018-2019 Volunteered at the WCSU Open House

CREATIVE ACTIVITY:

Publications

Negarandeh, R., & Bridges, K. (2022). The effect of self-management by videocast on self-care behaviors, quality of life, and readmissions in patients with heart failure. Manuscript submitted to *The European Journal of Cardiovascular Nursing* for publication August 2022.

Bridges, K. (2012). Protection by prevention. In M. Wallace-Kazer, & Leslie Neal-Boylan (Eds.), *Case Studies for Gerontological Nursing for the Advanced Practice Nurse* (pp. 189-194). West Sussex, UK: Blackwell & Riley.

Bridges, K. (2013). Case study and practice test question contributor, appendices a thru d. In C. R. King, & S.

O'Toole Gerard (Eds.), *Clinical Nurse Leader Certification Review* (pp. 217-342). New York, NY: Springer Publishing.

Presentations

International:

“Healthcare and Nursing Education in the United States” at Alexander Technological Educational Institute of Thessanoli, Thessanoli, Greece, 2022

National:

“A Simulation Prebriefing Technique to Improve Nursing Student Skill Performance in Simulation” 4th Annual NurseThink for Nurse Educators Next Gen Learning: Fundamentals, NCLEX and Beyond, Abstract submitted 10/2022, pending acceptance

Regional:

“Integrating Technology in Learning Activities to Identify Knowledge Gaps Among Undergraduate Nursing Students” NERCOMP 2022 Annual Conference, Rhode Island, Online, 2022.

“Leveraging Technology to Identify Knowledge Gaps Among Nursing Students” Nursing Education Alumni Association Annual Conference, Teachers College Columbia University, Online, May 2022.

State/Local:

“Integrating Technology in Learning Activities to Identify Knowledge Gaps Among Undergraduate Nursing Students” 2020 Faculty Advisory Committee Conference (*Panel Presentation*) April 2020 (Accepted but the conference was cancelled due to Covid-19)

“A Prebriefing Strategy to Improve Nursing Student Clinical Competency in Simulation: An Experimental Study” Sigma Theta Tau Kappa Alpha Chapter Research Conference, Danbury, CT, 2022

Preceptor

- 1/2021-5/2021 Preceptor to a Sacred Heart University MSN in Nursing Education Student
 - Demonstrated active classroom teaching strategies and guided the student to develop two for the course.
 - Discussed development of course and classroom objectives and how that course is developed to meet them.
 - The student participated in classroom and clinical activities with students.

Research interests

- Simulation
- Active learning strategies
- Population health
- Palliative & end of life care

Awards & Honors

VHA Leading Practice Blueprint · Care Coordination

2014

PREVIOUS PROFESSIONAL EXPERIENCE:

Nurse Care Coordinator

Western Connecticut Health Network · Brookfield, CT

August 2012 – January 2018

Identify high-risk, medically complicated patients within the primary care practice. Work with the physician, care team, patient and family to identify goals and facilitate the achievement of optimal outcomes for each patient, thereby reducing hospital readmission rates. Conduct pre-visit planning and provide ongoing education to patients and families regarding their disease process and management. Maintain contact with various care providers including families, VNA's, rehab facilities, assisted living facilities and hospitals regarding status of patients. Assist patients in ensuring follow-up is completed including scheduling appointments, providing reminders about lab work and other testing that needs to be

completed. Develop program initiatives and goals, monitor metrics, develop staff and assist in program expansion throughout the network. Incorporate population health measures into program, specifically focusing on outreach with the diabetic population and patients who are identified as in need of follow-up by the payer group.

Assistant Nurse Manger

Medical-Surgical Unit, Danbury Hospital · Danbury, CT January 2008 – October 2010

Managed a 31-bed General Surgical Unit and a 15-bed Cardiothoracic Step-Down Unit. Responsibilities included supervising approximately 90 employees including Registered Nurses, Nurses-Aides and Secretaries in conjunction with the Manager. Involved in short and long-term planning for both units. Daily responsibilities included fulfilling charge nurse role while on shift, assigning bed placement for admissions, ensuring that both units compliant with state, federal and JACHO regulations, rounding on patients and resolving any complaints. Identify learning needs on the unit and organize in-service education opportunities for the staff. Conduct interviews, plan and supervise new staff orientation and education on the unit. In addition, serve as a clinical resource for staff and assist with patient teaching needs.

Staff Nurse

Medical-Surgical Unit, Danbury Hospital · Danbury, CT August 2003 – January 2008
October 2010 – August 2012

Staff nurse on a medical-surgical unit. Responsibilities include charge nurse when assigned, precept student nurses, nurse externs and orienting newly hired nurses. Complete nursing care of surgical and medical patients. Admitting patients from the ED, Doctors' offices and PACU. Preoperative and postoperative patient teaching, as well as discharge teaching and instructions.

Professional Activity:

Licensure and Certifications

1994-present	CPR/BLS American Heart Association
2003-present	State of Connecticut Registered Nurse License
2008-present	AACN Medical Surgical Nurse Certification
2011-present	AACN Clinical Nurse Leader Certification
2019	Mental Health First Aid USA
2017-present	The National League for Nursing Certified Nurse Educator Certification
2016	Population Health Colloquium Population Health Training Program
2015	Clinical Health Coach Certification
2014	Lean Six Sigma (completed White and Blue Belt training)

Professional Memberships

2022-present	International Nursing Association for Clinical Simulation and Learning
2022-present	Eastern Nursing Research Society
2021	Nuvance Global Health Program Nurse Executive Committee
2021-present	Society for Simulation in Healthcare
2021-present	Connecticut affiliate of the Association for Nursing Professional Development
2019-present	Kappa Alpha Chapter Member
2016-present	National League for Nursing
2016-present	Nursing Education Alumni Association, Teachers College Columbia University
2010-present	Sigma Theta Tau International
2010-present	Mu Chi Chapter Member

Continuing Professional Education

- 2022 Certified Healthcare Simulation Educator (CHSE) Blueprint Review Course, Society for Simulation in Healthcare
Global Health Grand Medical Education Round Lecture with Dr. Majid Sadigh, Nuvance Health Network
Clinical Judgment Formation: Using the VSim Feedback Log to Assess and Build Clinical Judgment – Deeper Dive
Escape the Room! Integrating Gamification in Nursing Professional Development Education, Connecticut affiliate of the Association for Nursing Professional Development (ANPD)
- 2021 Kappa Alpha of Sigma Theta Tau International Nursing Honor Society Fall Dinner Meeting, Human Trafficking Presentation
Writing Next Generation NCLX Test Items, Elsevier Next Generation NCLEX Webcast
- 2019 Creative Problem-Solving Workshop at Western Connecticut State University
Western Connecticut State University Faculty Tech Day
WCSU Faculty Development Simulation Workshop
- 2018 Principles of Palliative Care and End of Life for the Generalist
- 2017 Center for the Advancement of Palliative Care Training (CAPC) Courses:
Delivering Serious News
Clarifying Goals of Care
Conducting a Family Meeting
Motivational Interviewing
- 2016 Educating Health Professionals in Interprofessional Care (EHPIC) Training, University of Toronto
End Stage Diseases: When There is No Cure Challenges and Solutions to Patient Adherence: From “Non-Adherence” to Patient Self-Care Management
- 2014 Guidelines for COPD Diagnosis and Management: It’s Not a “Shot in the Dark”
- 2010 Geriatric Nurse Certification Course at Danbury Hospital

Community Involvement

2020-2021

- Volunteered to supervise nursing students at the Covid Vaccine Community Clinics

2019

- Abbot Technical School Collaborative Meeting for Curriculum Insights, Attendee

Conferences & Workshops

2022

- The National Council of State Boards of Nursing, NCSBN exam development volunteer (accepted application)
- The Future of Nursing Report 2020-2030: Implications for Nursing Education, Research, and Administration, 58th Isabel Maitland Conference on Research in Nursing, Nursing Education Alumni Association, Teachers

College Columbia University

- Northeast Regional Computing Program (NERCOMP) Annual Conference, Online
- Sigma Theta Tau Kappa Alpha Research Conference, Western Connecticut State University

2021

- American Association of Colleges of Nursing (AACN), Transform 2021 Conference, Online
- Western Research Day, Western Connecticut State University

2020

- American Association of Colleges of Nursing (AACN) Fall Faculty Forum Virtual Conference, Online
- NCSBN Next Generation NCLEX Update Regional Conference (cancelled due to COVID-19)

2019

- National League for Nursing Annual Conference
- 56th Annual Isabel Maitland Stewart Conference on Research in Nursing Education, Teachers College Columbia University
- Western Research Day
- Sigma Theta Tau Kappa Alpha Research Tea
- Simulation User Network Conference
- Connecticut League for Nursing Statewide Nursing & Healthcare Workforce SUMMIT Collective Impact in Connecticut

2018

- Saint Anselm College Conference for Nurse Educators
- Sigma Theta Tau Kappa Alpha Research Tea, Western Connecticut State University

2016

- Connecticut Collaborative Research Day, Connecticut League for Nursing

APRIL M. MOREIRA, DSW, LCSW
moreiraa@wcsu.edu

CURRICULUM VITAE

ACADEMIC BACKGROUND:

Doctor of Social Work

Southern Connecticut State University, New Haven, CT 2021

Master of Social Work, *Advanced Standing*

Fordham University, Graduate School of Social Service, New York, NY 2007

Bachelor of Arts, Social Work

Western Connecticut State University, Danbury, CT 2004

Associate of Arts and Science in Human Services

Naugatuck Valley Community College, Waterbury, CT 2002

CURRENT LICENSURE AND CERTIFICATES:

- Licensed Clinical Social Worker, License # 009574 (CT- Since 2016)
- Connecticut Initial Educator Certificate-School Social Worker (CT -Since March2014)

PROFESSIONAL ASSOCIATIONS:

- National Association of Social Workers, Connecticut Chapter (Since 2016)

HONORS AND AWARDS:

- 2019-2020 School of Professional Studies- Outstanding Faculty Member Award

PRESENTATIONS:

- Harris, D., Moreira A., & McLean, K. (2022). *Self-Care Practices of Undergraduate Social Work Students during the Era of Covid 19*. Presentation, National Association of Social Workers (NASW) CT Chapter Annual Meeting, Mystic, CT.
- Young, S. & Moreira, A. (2019). *Using simulated clients to teach BSW students, why not us?* Presentation, Council on Social Work Education (CSWE) Annual Program Meeting, Denver, CO.

PUBLICATION:

- Harris, D., McLean, K. & Moreira, A. (2022). “*Self-Care Practices of Undergraduate Social Work Students During the Era of COVID-19*” Under Review by Journal of Social Work Education

PROFESSIONAL/RESEARCH INTERESTS:

- Promoting Positive Social Change
- Trauma Informed Care
- Culturally Humility Social Work Practice
- LGBTQI Advocacy
- First Generation College Students/Professors
- Play Therapy
- Mindfulness

TEACHING EXPERIENCE:

Western Connecticut State University, Danbury, CT

Field Coordinator/Assistant Professor

August 2017-Present

Organize student field placements in the state of CT and NY; develop and oversee the paperwork and evaluations for field placements; coordinate with the Field Liaisons; develop and organize a workshop each semester for all Field Instructors and Field Liaisons; conduct field visits; advise students on their plan of study and other related concerns; Evaluate student performance promptly and accurately based on departmental rubrics; maintain records of student attendance, involvement, and progress; teach assigned class material in accordance with learning objectives that are developed by the department; develop and prepare class material and assignments; engage students in active learning; communicate with students outside of class to provide supplementary instruction, when necessary; participate in faculty meetings involving departmental updates.

Courses taught: *SW 200-Introduction to Social Work and Social Welfare Services, SW 306-Junior Seminar, SW 310-SW Practice II, SW 320- Fall Senior Seminar, and SW 321-Spring Senior Seminar*

Western Connecticut State University, Danbury, CT

Adjunct Professor /Special Appointment

August 2015- May 2017

Courses taught: *SW200- Introduction to Social Work and Social Welfare Services- Fall 2015 & Fall 2016 SW306- Social Work Junior Field Practicum & Seminar-Spring 2016 & Spring 2017, SW210- Social Welfare as an Institution- Fall 2016, SW220- Cultural Diversity-Spring 2017, SW215 Human Behavior and the Social Environment- Spring 2017, SW309 Social Work Practice I- Spring 2017*

PROFESSIONAL EXPERIENCE:

Department of Children and Families (DCF), Danbury, CT

Treatment and Adolescent Social Worker

March 2005- June 2010

Utilized interviewing techniques to assess clients' strengths, needs, risks, safety, identify goals and objectives; engaged clients in the intervention process; collaborated with clients and providers in development of effective case plans; assessed progress; provided ongoing case management; prepared psychosocial assessments, case histories, and other case records as components of an assigned case load; advocated on behalf of clients and assisted them in accessing community resources to improve their well-being and family functioning; referred clients and family members to social and supportive services; motivated and counseled clients to increase their ability to understand and effectively cope with life stressors; demonstrated empathy, compassion, effective listening, and communication skills; provided crises intervention; supported children and families in processing the impact of abuse and neglect on their lives; counseled and assisted adolescents with gaining life skills and preparing for their futures, i.e. college, work, independent living, etc.; worked collaboratively with medical, legal, mental health, substance abuse, and other professionals, delivering a comprehensive multidisciplinary approach to clients in need; worked effectively with diverse populations; served as a Safe Harbors liaison, supporting DCF workers and advocating for the LGBTQI (Lesbian, Gay, Bi-Sexual, Transgender, Questioning, Intersex) clients served by the Danbury DCF office.

Family and Children's Aid, Danbury, CT

Shift Coordinator for Permanency Diagnostic Center

October 2003-May 2004

Supervised staff; administered medication; implemented treatment plans; provided physical and emotional care; and ensured safe, supportive, and healthy environment for children residing in center after multiple placements in foster care.

Girl Scout Council of Southwestern Connecticut, Wilton, CT

Membership Specialist

March 2002-August 2003

Initiated programs, led groups and maintained retention rates of "at-risk" adolescent females living in Norwalk, CT; presented programming in local housing communities and community centers; implemented "Girlz R.U.L.E.", anti-violence program for females at Ponus Ridge Middle School, focusing on activities to help visualize violence and bullying.

Danbury Youth Services, Danbury, CT

Instructor for T.A.R.G.E.T (Teaching and Reaching Gaining Excellence Together)

June 2000-March 2001

Led afterschool/summer substance abuse prevention programs; provided a safe and nurturing environment; taught positive social skills with regular homework assistance for youth residing in the High Ridge and Laurel Gardens Housing Communities in the City of Danbury.

PROGRAMS AND WORKSHOPS:

- “Grant Writing 101” Connecting to Care, Instructed by Kathy Randall, August 17, 2022.
- “Voices: A Program of Self-Discovery and Empowerment” Women’s Consortium, Instructed by Dr. Candice Norcott, Ph.D., July 12-13 and 19-20, 2022.
- “NASW/CT 35th Annual Statewide Conference” NASW CT Chapter, May 26th, 2022.
- “Narrative Therapy Techniques for Navigation Grief and Uncertainty” PESI, Instructed by Claire Bidwell Smith, LCPC, April 28, 2022.
- “Seizing the Moment: Re-Humanizing Grief Care for Clients and Ourselves” PESI, Instructed by Megan Devine, LPC, April 29, 2022.
- “Expressive Arts for Children and Adults: Giving Grief a Voice” PESI, Instructed by Diana Sebzda, LPC, FT, April 29, 2022.
- “Ethics and Personal Loss: Using Self-Disclosure in Grief Support” PESI, Instructed by Litsa Williams, LCSW-C, April 29, 2022.
- “Survivors’ Guilt, Regret, and Shame: Interventions for Today’s Grieving Clients” PESI, Instructed by Christina Zampitella, PsyD, FT, April 29, 2022.
- “EMDR Toolbox for Traumatic Grief and Mourning” PESI, Instructed by Megan MCQuary, LCSW, EMDR-C, April 29, 2022.
- “The 6th Stage of Grief: Why Meaning Making is More Important than ever” PESI, Instructed by David Kessler, April 28, 2022.
- “Clinical Strategies for Collective Grief and Pandemic Fatigue” PESI, Instructed by Diana Sebzda, LPC, FT, April 28, 2022.
- “From Loss to Resilience with Emotional Focused Individual Therapy” PESI, Instructed by Dr. Leanne Campbell, Ph.D., April 28, 2022.
- “Creating Safe Spaces for Culturally Diverse Clients to Grieve” PESI, Instructed by Tiffani Dilworth, LCPC, CAGCS, April 28, 2022.
- “PREPaRE Workshop 1, 2, & 3” Western Connecticut State University, Instructed by Dr. Paula Lopez, Ph.D., January 14, 21, & 28, 2022.
- “Managing your Private Practice” University of Connecticut, Instructed by Patricia Carl-Stannard, LCSW., January 7, 2022.
- “Becoming and Being a Cross-Racial Ally” Women’s Consortium, Instructed by Dr. Ken Hardy, Ph.D., September 22, 2021.
- “Exploring Gender Identity in Clinical Settings” Women’s Consortium, Instructed by Seth Wallace, LCSW, July 14, 2021.
- “Intro to Clinical Practice with LGBTQI Clients” Women’s Consortium, Instructed by Seth Wallace, LCSW, June 10, 2021.
- “Narcarn Training” WCSU, Instructed by Abby Wood, MSW, April 14, 2021.
- “Embodying the Healing Wisdom” Collectively Rooted, Instructed by Dr. Richard Schwartz, Ph.D., April 8th & 9th, 2021.

- “QPR Gatekeeping” WCSU, Instructed by Abby Wood, MSW, March 10, 2021.
- “The Clinical Interview” UConn School of Social Work” Instructed by Dr. Jennifer Berton, Ph.D., December 14, 2020.
- “Making Sense of the DSW5” UConn School of Social Work” Instructed by Dr. Jennifer Berton, Ph.D., December 07, 2020.
- “Attachment-Based Play Therapy for Emotional, Behavioral & Sensory Challenges” WCSU, Instructed by Tammi Van Hollander, LCSW, RPT-S, Danbury, CT. October 12, 2019.
- “Play Therapy with Divorce & Custody Cases” WCSU, Instructed by Louise Wonders, LPC, RPT-S, CPCS, Danbury, CT. October 11, 2019.
- “The Proven Power of Being Kind to Yourself” Suncrest Counseling, Instructed by Dr. Kristen Neff, Ph.D., Cromwell, CT. June, 7, 2019.
- “The Brainstorm Experience” the Avielle Foundation, Instructed by Dr. Bessel Van der Kolk, M.D., Newtown, CT. August 24, 2018.
- “Working with the Post 9/11 Veteran: What a Civilian Social Worker Needs to Know” NASW, Instructed by Dr. Sharon Young, PhD, LCSW. August 24, 2018.
- “Western Connecticut Trauma Conference” WCSU Counselor Education Program and Social Work Department, Danbury, CT. May 21st, 2018.
- “Play-Family Therapy with a Major Component in Advanced Child Development (401)” Family and Play Therapy Center, Instructed by Dottie Higgins-Klein, Clinical Director, September, 2017-June, 2018
- “Play-Family Therapy with a Major Component in Advanced Child Development (402)” Family and Play Therapy Center, Instructed by Dottie Higgins-Klein, Clinical Director, September, 2016-June, 2017
- “First-Aid Kit for Counseling Parents on Child and Teen Tantrums, Noncompliance and Fighting” Cross Country Education, Instructed by Douglas Ruben, Ph.D, Independent Self-Study. July, 2016
- “Counseling Children: Counseling Techniques with 5-12 Year Olds” Cross Country Education, Instructed by Paul R. White, LCSW, Independent Self-Study. July 2016
- “Self-Regulation” PESI, Instructed By: Teresa Garland, MOT, OTR/L, Independent Self-Study. December, 2015
- “Mindfulness, Healing and Transformation: The Pain and the Promise of Befriending the Full Catastrophe” PESI, Instructed By: Jon Kabat-Zinn PH.D, Independent Self-Study. December, 2015
- “Yoga & Mindfulness Tools for Children & Adolescents: Improve Emotional Regulation & Increase Attention” PESI, Instructed By: Jennifer Cohn-Harper, Shelton, CT. March, 2015
- “Suicide & Self-Mutilation: Stopping the Pain” PESI, Instructed By: Jack Klott, MSSA, LCSW, CSWW, Suicidologist, Shelton, CT. December, 2013
- “EFT for Trauma Release & Resilience Level One Training” The Tapping Solution Foundation, AAMET International Trainer Jade Barbee, Newtown, CT. September, 2014
- “Cognitive Behavioral Therapy for Kids and Adolescents: Proven and Practical CBT Techniques” PESI, Instructed By: Barry Gregory, M.E.D., ED.D., LMHC, NCC, Shelton, CT. April, 2014
- “Physical/Psychological Management Training (PMT), helping people succeed,” Family and Children’s Aid, Danbury, CT. September, 2010

- “All the Rage: Helping Adolescent Girls in Crisis,” instructed by Martha B. Straus, Ph.D. The Connecticut Council on Adoption, North Haven, CT. May, 2010
- “Child and Adolescent Sexual Development,” instructed by Dr. Roz Dischiavo and sponsored by the Department of Children and Families Training Academy, Hartford, CT. May, 2010

PROGRAMS AND WORKSHOPS Continued:

- “The First Leir Conference on Autism Spectrum Disorders,” instructed by Dr. Fred Volkmar and Dr. James McPartland and sponsored by The Leir Retreat Center, Ridgefield, CT. May, 2010
- “Trauma Stewardship,” Department of Children and Families, University of Hartford, Hartford, CT. April, 2010
- “True Colors Annual Conference,” University of Connecticut. Storrs, CT. March, 2007 & 2008
- “Normal Doesn’t Mean Nothing Happened: Understanding Sexual Abuse Medical Evaluation,” The Central Connecticut Multidisciplinary Intervention Team Community Mental Health Affiliates and the Department of Children and Families. New Britain, CT. April, 2008
- “Treatment for Juveniles with Problem Sexual Behaviors,” The Central Connecticut Multidisciplinary Intervention Team Community Mental Health Affiliates and the Department of Children and Families. New Britain, CT. April, 2008
- “DCF Child Protective Services and MCCA Substance Abuse Treatment Cross Training Forum,” Department of Children and Families and MCCA, Danbury, CT. October, 2007
- “Beyond Cultural Differences: Ecuador,” Department of Children and Families, Danbury, CT. April, 2007
- “Preventing Health Risks & Promoting Healthy Outcomes Among LGBTQ Youth,” a Training Workshop for School Counselors, Nurses, Psychologists and Social Workers. American Psychological Association and True Colors, Central Connecticut State University. March, 2007
- “Identifying & Working with Parents with Cognitive Limitations Training,” Connecticut Parents with Cognitive Limitations Workgroup, Danbury, CT. March, 2006
- “Department of Children and Families Pre-Service Trainings,” Introduction to Child Protection Services; Values Clarification; Indicators of Abuse/Neglect; Cultural Competency; Interviewing; Case Planning in Child Protective Services; Child Development; Separation and Placement; Domestic Violence; Behavioral Health; Sexual Abuse; Educational Services; Adolescent Services. Hartford, CT. March, 2005- January, 2006

VOLUNTEER EXPERIENCE:

- Out of the Darkness Community Walks, American Foundation for Suicide Prevention, Danbury, CT, September, 2016, September, 2017. September 2018

PROFESSIONAL REFERENCES:

Dr. Tanya Iacono, DSW, LCSW
Clinical Coordinator
Juvenile Matters at Bridgeport
60 Housatonic Avenue
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 1.18.23	
Most Recent NECHE Institutional Accreditation Action and Date: reaccredited in 2022 for 10 years		
Program Characteristics		
Name of Minor: Healthcare Studies		
Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program website: https://www.southernct.edu/academics/hsi		
Anticipated Program Initiation Date: Aug 2023		
Anticipated Date of First Completion: May 2024		
Total # Credits in Program: 18		
CIP Code Number: 51.0000 Title of CIP Code: Health Services/Allied Health/Health Sciences, General		
Department where program is housed: Healthcare Systems and Innovation		
Location Offering the Program (<i>e.g., main campus</i>): SCSU main campus		
Provide the intended catalog description for this program: The Minor in Healthcare Studies offers coursework relevant to careers in healthcare. Students can choose courses in topics such as healthcare informatics, healthcare ethics, and healthcare systems, policy and billing; and in courses that help develop essential professional and interprofessional skills for healthcare professions. The minor can offer a valuable complement to majors that have potential application in the healthcare sector.		
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? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation:		
<ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If minor prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: ○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No 		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: Dr. Trudy Milburn	Title: AVPAA	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
NOTES:		
<ul style="list-style-type: none"> • 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? (<i>Provide a concise statement</i>) The minor in Healthcare Studies is designed to provide students with professional knowledge relevant to careers in healthcare. As such, it aligns with SCSU's goal of preparing students to enter the Connecticut workforce. The minor offers an effective complement to the liberal arts grounding that all SCSU students receive.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)
The healthcare sector is an area of projected rapid growth in employment in Connecticut. As a minor, this program is intended to complement majors in other professional areas (Management, Public Health, Psychology, etc.) to provide students with knowledge of the healthcare systems in Connecticut. As such, it will improve the employment opportunities for students in these majors within the healthcare sector.
- 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?
Health and Human Services is an area of excellence at SCSU. The faculty who teach in the minor are housed in the new HHS building, and work in close collaboration with faculty in related disciplines. By virtue of our location in New Haven, we have a strong working relationship with Yale New-Haven Hospital, and YNHH professionals contribute to HLS courses as part-time instructors, guest speakers, and curriculum consultants.
- 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 track distributions of the student population in the minor, looking at percentage of students of color and percentage of Pell-eligible students, and examine the % retention and % graduation rates by group. In the HLS major, which the HLS minor is based on, 77% of the students in the major are students of color, and 53% are Pell-eligible.
 - 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 Healthcare Systems and Innovation department provides individualized advising to all Healthcare Studies majors and will offer the same to Healthcare Studies minors. The university offers a range of academic supports and has several alert systems in place for students who are struggling academically.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
If we determine that there are inequities in success rates for students in the Healthcare Studies minor, we will offer additional targeted support to at-risk students.

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 minor consists of courses that are already offered on a regular basis; the four required courses typically have multiple sections offered each semester. No additional resources are required to offer this minor.

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.

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.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Students typically select a minor in their second or third year of study, after having established their choice of major. We will promote the minor internally at SCSU, through major fairs, our program website, and targeted outreach to students in relevant majors.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We will track student success via analytics from the school's student management system (Navigate). We will also continuously monitor course enrollments as they relate to modality and times of course offerings, and modify future schedules to meet student demand.

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. Critically examine and produce sound written analysis of healthcare policy, health interventions, trends, and outcomes.
2. Demonstrate general knowledge of medical perspectives including ethics, healthcare systems, and health professions.
3. Demonstrate knowledge of best practices of managing and storing patient/client health information
4. Adopt competencies of Interprofessional Education (IPE) and interprofessional teaming that promote aptitude with working in multiprofessional settings.

Assessment of Learning Outcomes

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

Assessment methodologies will primarily consist of course performance measures, such as graded writing assignments, quizzes, and exams. For formal program assessment, we will select representative test items and assignments from different courses in the minor, and use these to assess how many of the students in the minor are meeting or exceeding the overall program goals.

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: Dr. Lawrence Brancazio
- Email: brancaziol1@southernct.edu Phone: 203-392-5111

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 (include proposed new hires)? 4

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 6

What percentage of program credits will be taught by adjunct faculty? 50%

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Program Required & Elective Courses			
Select four of the following:			
HLS 210 Patient Centered Care	2, 4	none	3
HLS 330 Case Studies in Healthcare Ethics	2	Sophomore status	3
HLS 380 Cultural Humility for the Healthcare Professional	2, 4	HLS 200	3
HLS 400 Health Informatics	1, 3	Junior status	3
HLS 415 Healthcare Systems, Policy and Billing	1, 2	Sophomore status	3
HLS 440 Research Methods for Evidence-Based Practice	1, 2	Junior status	3
Additional two courses from any of the following:			
Any 100, 200, 300, or 400 level HLS course, including ones listed above if not already taken	1, 2, 3, 4		3
HSC 450 Principles of Medical Documentation	1, 3, 4	permission	3
Open Electives <i>(Indicate number of credits of open electives)</i>			
Total Program Credits:			18

American Savings Foundation Endowed Chair in Banking and Finance

2021-2022 ANNUAL REPORT

**AMERICAN SAVINGS FOUNDATION ENDOWED CHAIR IN BANKING AND FINANCE
2021-2022 ANNUAL REPORT**

CCSU FOUNDATION, INC.

STATEMENT OF REVENUES AND EXPENDITURES

From 7/1/2021 through 6/30/2022

Income	
Interest	\$240,324
Realized Gains	\$6,841
Unrealized Gains	<u>\$(516,603)</u>
Total Income	<u>\$ (269,438)</u>
Expenses	
Meals & Entertainment	\$0
Grants	\$98,322
Custodial Fee Expense	<u>\$18,903</u>
Total Expenses	<u>\$117,225</u>
Changes in Net Assets	<u>\$(386,663)</u>
Beginning Net Assets	
Fund Balance	\$1,000,000
Fund Balance Expendable	\$1,151,181
Unrealized Gains/Losses	\$614,587
Fund Balance CT Match Received	<u>\$366,507</u>
Total Beginning Net Assets	<u>\$3,132,275</u>
Ending Net Assets	<u><u>\$2,745,612</u></u>

2021-2022 ANNUAL REPORT – NARRATIVE

Founded in 2003, The American Savings Foundation Endowed Chair focused on “real-world” banking and finance by educating our students, developing programs that address the needs of the banking and finance industry, and engaging in local community outreach with business leaders from the banking, finance or financial services sectors. During the 2021-2022 academic year, the position of American Savings Foundation Endowed Chair was occupied by Richard A. Leone, Chairman & CEO of COCC, Inc., a banking technology software Company in Southington, Connecticut. COCC employs over 150 CCSU graduates and in total over 700 Connecticut residents as well as having a robust summer internship program which employs approximately 35 interns, many of them from CCSU. Professor Leone also was awarded Top CEO in Connecticut by the Hartford Courant newspaper in both 2017 and 2019 as well as recognizing COCC as a Top Workplace for twelve consecutive years.

Professor Leone taught Finance 305, Special Topics in Banking and Finance. This 25-student class met on a weekly basis for three hours at a time. To ensure the students were exposed to sufficient expertise from people with industry experience, Professor Leone invited a variety of expert speakers and consultants from prominent Connecticut financial institutions to share their insights on their vision, strategies and operations of large and small banks. Past guest lecturers have covered pertinent topics such as understanding financial statements, the evolving FinTech Industry, cybersecurity, retail marketing, the banking system, rules and regulations, human resource issues, etc.

The American Savings Foundation Endowed Chair in Finance and Banking also presents the American Savings Foundation Distinguished Lecture Series, an extremely valuable event that has been well attended by members of state and local government, the public, students, and faculty members. Each year, notable speakers are invited to participate in the lecture series which, unfortunately in 2021 and 2022, was postponed due to the current covid crisis.

The American Savings Foundation Endowed Chair’s efforts to market our students have been very successful over the course of the last year. For example, as part of an annual initiative, the American Savings Foundation Endowed Chair and his students completed a virtual visit to a Connecticut-based technology service provider. The students were provided with an opportunity to hear presentations from CCSU graduates about a “Day in the Life” at COCC. The presentations covered departments such as Accounting & Finance, Sales & Marketing, Product Development, Customer Service, Information Technology, Audit, Security, Risk Management and Relationship Management. The students also developed an idea of the strategy behind landing a career at COCC. The students were able to submit their resumes, and the Human Resources professionals at the company provided them with valuable feedback on these documents as well as how to manage their social media accounts and interviewing techniques. During the process of reviewing the students’ resumes, many students attracted the attention of recruiters and were offered internships and full-time positions.

[end]

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

2021-2022 ANNUAL REPORT

CENTRAL CONNECTICUT STATE UNIVERSITY | New Britain, CT

GOVERNOR WILLIAM A. O'NEILL ENDOWED CHAIR IN PUBLIC POLICY AND PRACTICAL POLITICS
2021-2022 ANNUAL REPORT

CCSU FOUNDATION, INC.

STATEMENT OF REVENUES AND EXPENDITURES

From 7/1/2021 through 6/30/2022

Income	
Interest	\$254,312
Realized Gains	\$7,152
Unrealized Gains	<u>\$(547,289)</u>
Total Income	<u>\$ (285,825)</u>
Expenses	
Meals & Entertainment	\$139
Scholarships	\$50,250
Grants	\$41,701
Custodial Fee Expense	<u>\$18,100</u>
Total Expenses	<u>\$110,190</u>
Changes in Net Assets	<u>\$(396,015)</u>
Beginning Net Assets	
Fund Balance	\$984,583
Fund Balance Expendable	\$735,035
Unrealized Gains/Losses	\$595,240
Fund Balance CT Match Received	<u>\$1,000,000</u>
Total Beginning Net Assets	<u>\$3,314,859</u>
Ending Net Assets	<u><u>\$2,918,844</u></u>

2021-2022 ANNUAL REPORT – NARRATIVE

Prepared by
Stephen Kliger, Executive Director
CCSU Center for Public Policy and Social Research

The William A. O'Neill Endowed Chair is housed in the Center for Public Policy and Social Research (CPPSR) at CCSU. CPPSR and the Chair are integrated administratively and the programs of the two entities are mutually supportive. CPPSR is designated as a Connecticut Higher Education Center of Excellence, pursuant to Connecticut General Statutes and has operated at CCSU since 2000.

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

In addition, the Center has continued innovative efforts to expand use of CCSU students in increasingly responsible roles, in the planning and execution of major conferences and forums. Even during the restrictive conditions of the pandemic, greater collaboration with student organizations, the Student Government Association, media outlets, not-for-profit and civic organization and a Washington, D.C. based think tank, gave students unprecedented opportunities to interact, in a professional setting, with academicians and professional experts, civic and political leaders. New initiatives with the Department of Social Work and the Institute for the Study of Crime and Justice (ISJC) highlighted the 2021-2022 program year.

In all these endeavors, the Center and the Chair consistently focused its programming on its primary mission to promote a better understanding of Connecticut government and the public policies affecting its people.

Sadly, in February of 2022 Anthony V. Milano, long-time chair of the O'Neill Advisory Board, former Secretary of the Office of Policy and Management and close confidant of former Governor William A. O'Neill, died at the age of 82. His contributions to the State of Connecticut, CCSU, CPPSR and the O'Neill Chair have been unparalleled. His leadership, dedication, compassion, and sound advice will be forever missed.

Following is a summary of the Chair's accomplishments during 2021-2022.

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

At the direction of CPPSR, Director Steve Kliger (since retired), with the strong support of Mrs. Nikki O'Neill, the O'Neill Chair has established a deep continuing relationship with CCSU's Educational Opportunity Program (EOP). For the 2021-2022 academic year, sixteen upperclassmen and seven incoming freshmen were each awarded a \$1,500 scholarship. Since 2009, the Chair has provided \$335,000 in Governor William A. O'Neill Public Service Scholarship program funds for EOP students. To date, 86 individual EOP students have received 212 scholarships. These scholarships have become a core part of the O'Neill Chair's mission,

Page 3 of 8

and perhaps establishes Governor O'Neill's legacy at CCSU most concretely. It also contributes to the University's goal of recruitment and retention of a diverse group of under-represented students.

2. Governor William A. O'Neill Chair Public Service Scholarships for New Britain Seniors Enrolling at CCSU

CPPSR and the O'Neill Chair have worked with the New Britain Board of Education and New Britain High School, to establish and award two William A. O'Neill Scholarships in the amount of \$1,500 each to two economically disadvantaged New Britain High School seniors enrolling at CCSU for the 2020-2021 academic year, with an interest in public service. Due to the limitations created by the pandemic, New Britain High School could not finalize its scholarship award process with respect to the William A. O'Neill Public Service Scholarships. As an alternative, we worked with Director of Admissions Larry Hall to identify two qualified high school seniors from New Britain who had been admitted to CCSU for the 2020-2021 academic year and demonstrated financial need. Each student was awarded a \$1,500 scholarship for the 2020-21 academic year. Both students excelled during their freshman year, and their scholarship of \$1,500 was renewed and awarded for the 2021-2022 academic year. This scholarship will be renewable for the junior and senior years, predicated on continued, satisfactory academic performance.

3. Veterans History Project (VHP) Community Outreach

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

In the past academic year, the Veterans History Project, under the direction of Dr. Brian Matzke, Digital Humanities Librarian, conducted a complete inventory of CCSU collections to make sure that records are up to date and backups of all collections materials are available both online and on hard drives. A new position for a graduate student assistant was created to help assess and promote the materials in the collection and to create a new blog, <https://library.ccsu.edu/vhp/>, to share news and stories from CCSU's archives. This blog has been very well received, both by members of the CCSU community and by followers on social media, particularly [a post using ArcGIS Storymaps to tell the story of the Guadalcanal campaign](#).

The VHP also worked with the IT department to download a complete collection of the photos, documents, and other supporting materials that accompany the interviews. These materials, which had previously only been available on the university's servers, to [the Connecticut Digital Archive](#) were then uploaded. This ensures that these historic artifacts will be preserved and will remain accessible even after the university updates its servers and our old archive is no longer online. It also enhances the discoverability of these collections greatly. Not only are they now available on the Digital Public Library of America, but the CTDA's director has stated that he intends to list the VHP as one of its featured collections. CCSU student workers and graduate assistants participated in all aspects of this work.

In the upcoming academic year, the completeness and usability of records in our collection will be improved and the collection will be promoted as a teaching tool. The inventory of the collection this past year identified a number of gaps—records that were incomplete or interviews that had not been uploaded. An undergraduate student worker has begun filling those gaps. Uploading our interviews to MediaSpace,

so they will be available there as well as on YouTube, is also planned and that work will continue into the next year as well. Faculty in History, English, and the School of Education and Professional Studies will be invited to partner on developing lessons and teaching materials using the collection, for use in both K-12 and post-secondary classrooms. Stories from the archive will continue to be shared via the blog and social media.

4. CPPSR and Institute for the Study of Crime and Justice Public Safety and Justice Community Engagement Project

During the Summer 2021 semester, CPPSR initiated a partnership between the Center and O'Neill Chair and the Institute for the Study of Crime and Justice (ISCJ), housed within the Criminology and Criminal Justice Department at CCSU. Key players from the ISCJ and Criminology/Criminal Justice Department include Department Chair Jennifer Hedlund, Graduate Director Reginald Simmons, and Professors Steven Cox and Eric Dlugolenski. Christian Reyes has been assigned and has very ably assumed a lead, hands-on role for CPPSR. This four-way partnership led to the planning of a survey research project, the mission being to empower various communities in Connecticut to address the challenges of critical public policy issues concerning public safety and criminal justice reform, ultimately creating a model that can be used in various cities and towns to evaluate public safety conditions.

Over several meetings, the team discussed identifying a neighborhood in which to develop the project, which would entail collecting data from residents of the neighborhood through surveys to assess public safety needs and living conditions. The team decided to explore conducting this research in Hartford's Northeast Neighborhood. It also discussed the involvement of CCSU students in the project, mainly in conducting necessary preliminary research and administering the surveys alongside community residents. This project aims to support CCSU's Strategic Plan in advancing stewardship through high levels of student interaction with the community, which in turn helps ensure student success as well.

Dr. Simmons reached out to William Fothergill, Counselor at CCSU's Counseling and Wellness Center, who is well connected to community leaders in Hartford Northeast, and was connected to Civil Rights Attorney and former Hartford Councilwoman Cynthia Jennings. Based on advice Dr. Simmons received from Attorney Jennings in a one-on-one meeting, members of our team Eric Dlugolenski, Reginald Simmons, and Christian Reyes met with leadership from North Hartford's NRZs and other community stakeholders, including: Darlene Childs, Chair of Northeast NRZ, Helen Nixon, Co-chair of Northeast NRZ, Luz Holmes, Chair of Upper Albany NRZ, Donna Thompson, Chair of Blue Hills NRZ, Charles Teale, retired Hartford Fire Department Chief, Michael Oretade, Activist and President of BLM 860, and Dan Freeman, Northeast Community Resource Officer of Hartford Police Department. Over several meetings, these residents gave the team background on community need in several areas, including public safety, educational achievement level among adults, reinforcement of youth programs, and housing. These discussions strengthened the working relationship between the team and community leadership, which led to brainstorming of survey content, administration, and outcome assessment of the survey for Northeast Hartford residents.

The community leaders informed the CCSU team of the Connecticut Children's North Hartford Ascend Pipeline Initiative (NHAP), a cradle-to-career project that would provide support to youth living in the North Hartford Promise Zone with the goal of helping them reach their full potential by improving

educational outcomes and quality of life. In 2021, NHAP received a five-year \$30M grant from the U.S. Department of Education's Promise Neighborhoods Program geared towards improving the lives of youth in underserved communities by providing access to the tools and education necessary for career path success. Connecticut Children's will also receive \$36M in matching funds from state and community partners.

The community leaders suggested that the CCSU team could potentially work with Connecticut Children's in the evaluation of the program as the implementation of the grant is still in the early planning stages. They connected Dr. Simmons to Courtenay Jackson, City of Hartford Administrator and Director of North Hartford Promise Zone, to discuss potential involvement in the grant assessment. Jackson discussed Connecticut Children's contracting of the Center for Social Research (CSR), housed within University of Hartford's Department of Sociology and Criminal Justice, to lead the evaluation of the NHAP grant and how CCSU's team may have a place to get involved in the evaluation process. Jackson presented a graphic that listed several outcomes to be examined, stating that our team may be well-suited to contribute to the 'Feel safe at school and in the community' and 'Live in stable communities' outcomes.

Through Jackson, our team was connected to Wesley Younts, Director of the Center for Social Research at UHart, who will be overseeing the data collection effort. Dr. Simmons and Dr. Cox met with Dr. Younts to discuss collaboration on the project and were well received. Dr. Younts stated that members of the community have expressed the need to evaluate issues of public safety and over-policing, which creates room for CCSU's contributions. They also discussed the collaboration between CSR, DataHaven and Hartford Data Collaborative (HDC) in data collection, with DataHaven working to oversample the North End and HDC storing the data. As of now, CSR is holding a meeting with representatives from DataHaven and HDC to discuss the logistics of the data collection process and plans to discuss collaboration with our team at CCSU. Because this project is in the early stages of development on both ends, the team has discussed the possibility of exploring other neighborhoods in Connecticut to conduct this research project in case the collaboration with the contributors of the NHAP initiative does not ultimately materialize. Numerous CCSU student workers and graduate assistants will be recruited for this community engagement/research project.

5. 'High Stakes' Forum

After recreational cannabis became legalized in the State of Connecticut with the passage of SB1201 in July 2021, the Centerr discussed planning a forum on the potential impact of cannabis legalization on the state. With this objective in mind, CPPSR Program Assistant Christian Reyes conducted extensive preliminary research on the effects of cannabis legalization in other states, as well as the projected impacts in CT in several areas including social equity provisions, economic outcomes, and criminal justice implications.

During the Fall 2021 semester, this idea was brought into CPPSR's collaborative work with the Institute for the Study of Crime and Justice (ISCJ) and decided to develop our forum around the projected impact of cannabis legalization on Connecticut's criminal justice system. It was decided to focus the program on three topics: public safety, record clearing, and enforcement of traffic laws. ISCJ faculty collaborators helped us to secure two guest speakers: Chief Public Defender Christine Rapillo (recently nominated by Governor Lamont for a judgeship), and Senior Assistant State's Attorney and CCSU Adjunct Professor Lou Luba. They also reached out to colleague Kimberley Meyer, Assistant Professor of Criminology and Criminal

Justice at CCSU, to serve as the faculty moderator and Virginia Knudsen, graduate student at CCSU pursuing their Master of Science in Criminal Justice, to moderate the student-led Q&A session. The Center promoted this program through academic departments on campus including Psychology, Sociology, Social Work, and Criminology/Criminal Justice. We also utilized campus-wide announcements from the Student Government Association via email and the Student Center through CCSU's 'Upcoming Events' webpage.

This forum was hosted virtually on Webex on November 30, 2021, from 6:00 – 8:00 PM. Attorneys Rapillo and Luba's expertise in their respective roles fostered an impassioned and multifaceted conversation on the discussion topics presented by Dr. Meyer. The forum was attended by 126 guests, which allowed for a robust student-led Q&A session. The Center considers this forum a success based on student turnout, the high level of involvement during the Q&A, and the feedback received by student attendees in the Webex Chat and our program coordinators.

6. CPPSR Guest Speaker Program for CCSU Classes

In the fall of 2020, CPPSR began collaborating with various academic departments to develop a program that would facilitate socially distanced learning and provide educational resources to faculty and students. In doing so, the Center worked closely with faculty to secure an expert guest academician/ speaker to give a virtual lecture to classes. The program was well received, and the Center wished to continue the initiative in the following semesters. As mentioned, CPPSR works to promote student-centered programming. The Center's Student Research Assistant, MacKenzie Gould, is a senior majoring in social work. With the success of the previous program and MacKenzie's involvement in the SW Department, CPPSR reached out to Dr. Timothy Scott, assistant professor of Social Work. Dr. Scott agreed to participate and invited Deborah Keisch, the Community Scholars Program Director of UMass Amherst's Office of Civic Engagement and Service-Learning (CESL), to co-sponsor the event. Through virtual meetings and written communication, participating faculty were able to take the lead in planning the logistics and format of the program with the help from students and CPPSR staff. They decided on the topic, Indigenous Resistance and Climate Justice, and identified/secured guest speakers, Ashley Nicole McCray, and Joseph White Eyes.

Both speakers are leaders in the Indigenous climate movement and spoke on their personal experience fighting climate ecocide and their vision for the future. Ashley Nicole McCray comes from the Absentee Shawnee Tribe of Oklahoma (deer clan) and the Oglala and Sicangu Lakota nations. She is the Green New Deal Coordinator with the Indigenous Environmental Network, which is a national organization supporting frontlines and grassroots efforts to keep fossil fuels in the ground. Joseph White Eyes comes from the Cheyenne River Sioux Tribe. He is involved in community and national support for grassroots mobilizations against fossil fuels and extraction industries in the form of Nonviolent Direct Action and was featured in the New York Times.

On February 23rd, the forum, "Expect Us", was held. Ashley Nicole McCray and Joseph White Eyes spoke to over 160 participants (mostly students) from CCSU and UMass Amherst. CCSU Social Work Student, Taina Reyes-Colon Manick, and UMass Anthropology PhD student, Terrell James, served as moderators for the event. The lecture was followed by a student-led Q&A, which fostered a robust and highly involved discussion between students and the guest speakers. The event was very successful, with high levels of student engagement and positive feedback from participating students and faculty.

7. Collaboration with John Lewis Institute for Social Justice (JLI)

CCPSR Executive Director Steven Kliger was appointed by President Toro to the JLI Advisory Board. CCPSR provided to the Office of Equity and Inclusion (OEI) funding in the amount of \$13,500, which OEI utilized to provide a stipend in the amount of \$1,500 to each of the inaugural JLI student scholars.

CCPSR arranged for William R. Dyson, (former longtime state legislator, O'Neill Endowed Chair Holder, and a lead advocate for criminal justice reform), Paulette Fox, Executive Director of New Britain's Opportunities Industrialization Center (and longtime civil rights and socio-economic justice advocate), and Donald DeFronzo, former Mayor of New Britain, State Senator, Commissioner of DAS, and current Holder of the O'Neill Endowed Chair, to each provide a separate, two-hour, in-person class to the JLI scholars. The three classes were part of the JLI's Poverty Series, Identity and Injustice Series, and the Empowerment Series.

Don DeFronzo, participated with John Lewis scholars in a wide-ranging discussion about civics, citizen responsibility and political action. The discussion included:

- The intellectual foundations of democratic government including a review of the Enlightenment Period and major theorists
- A discussion of the nation's founding documents and the influence of the Enlightenment on the Declaration of Independence, the Constitution and Bill of Rights, as well as the inconsistencies in the two primary documents
- An analysis of the federal structure of the U.S. government and the impact it has had on the evolution of the nation with a focus on the concept of compromise
- A look at the practical applications of citizen action on matters of principle, social justice and war and the impediments to citizen involvement
- A forward-looking discussion on the future role of an active citizenry in America's development

The two-hour session was highlighted by many insightful questions, dialogue, and the application of personal experiences.

[end]

Robert J. Vance Chair in Journalism and Mass Communication

2021-2022 ANNUAL REPORT

CENTRAL CONNECTICUT STATE UNIVERSITY | New Britain, CT

**ROBERT J. VANCE CHAIR IN JOURNALISM AND MASS COMMUNICATION
2021-2022 ANNUAL REPORT**

CCSU FOUNDATION, INC.

STATEMENT OF REVENUES AND EXPENDITURES

From 7/1/2021 through 6/30/2022

Income	
Donations	\$200,000
Interest	\$487,526
Realized Gains (Loss)	\$13,618
Unrealized Gains (Loss)	<u>\$(1,068,899)</u>
Total Income	<u>\$(367,755)</u>
Expenses	
Contract services	\$1,850
Stipends and honoraria	\$1,000
Grants	\$76,326
Custodial Fee Expense	<u>\$33,231</u>
Total Expenses	<u>\$112,407</u>
Changes in Net Assets	<u>\$(480,162)</u>
Beginning Net Assets	
Fund Balance	\$2,420,010
Fund Balance Expendable	\$2,273,655
Unrealized Gains/Losses	\$1,150,839
Fund Balance CT Match Received	<u>\$399,814</u>
Total Beginning Net Assets	<u>\$6,244,318</u>
Ending Net Assets	<u>\$5,764,156</u>

2021-2022 ANNUAL REPORT – NARRATIVE

Prepared by
Professor Michael North, Chair
Communication Department

The Robert C. Vance Endowed Chair was awarded to the Communication Department for the 2020-2021 and 2021-2022 academic years. Carolyn Lumsden was selected Vance Chair in May 2020 and was reappointed for another academic year in February 2021.

Carolyn was Group Opinion Editor for Hearst Connecticut newspapers until the spring of 2022. Before that, she was the first female editorial page editor at the Hartford Courant, where she worked for 25 years. She has won several national awards. In 2018, with a \$75,000 Society of Professional Journalists grant, she wrote about crumbling home foundations in Connecticut, Canada and Ireland. She has an M.A. in communication from Stanford and a master's degree from Yale Law School, which she earned on a Knight fellowship. She is a judge for the New England Newspaper & Press Association's Public Occurrences award and was a long-time mentor-editor for female writers and writers of color at the Op-ed Project.

As Vance Chair, Carolyn has opened talks to the community on such topics as race and the media and talking to the media in a crisis. She has also gotten several people in the CCSU community published.

In the fall of 2020, Carolyn taught the three-credit JRN 381 Opinion Writing in the Journalism Department. In spring 2021, she taught the four-credit COMM 301 Critical Thinking in the Communication Department. She taught Critical Thinking again in fall 2021 and the four-credit COMM 336 Media Literacy in spring 2022. She has earned high marks in student reviews.

Carolyn organized and moderated three media panels in the Spring of 2021, four in fall 2021, and two in spring 2022. She moderated the CCSU Women's History Month lunch talk on women's suffrage on March 10, 2021. She served on a search committee for a CCSU news editor/writer.

Carolyn continues to offer guidance to students and is a positive presence in the Communication Department. Here are articles by CCSU members that she helped get published:

2021

Student Abigail Murillo Villacorta, "[Coronavirus closed the Canadian border, but we need more compassion so people can say their last goodbyes](#)," Hartford Courant, Feb. 6, 2021.

Student Lydia Curtiss: "[I'm a CT college student. Legalizing marijuana is wrong](#)," News-Times, April 29, 2021.

Graduate student Sara Alexandersson, "[Opinion: I came to CT for football. I'm staying for love](#)," Connecticut Post, Dec. 15, 2021

2022

Students of Professor Mary Collins, "[Opinion: The Class of COVID-19 on rude customers, getting fired, family](#)," Connecticut Post, Jan. 4

Professor Matthew Warshauer, "[Opinion: Let's stand up to Putin,](#)" Connecticut Post, March 2

Department Chair Michael North, "[Hard times call for soft skills,](#)" Connecticut Mirror, May 20

Professor Darren Sweeney, "[Opinion: CT is not Miami, but needs to brace for hurricane season,](#)" Connecticut Post, June 10

Vance Talks

Fall 2021

From CCSU to a podcast empire. Sept. 23, 2021. Jomboy Media's Jimmy O'Brien and Jake Storiato, CCSU grads, took their YouTube hobby of making funny baseball clips to the No. 1 baseball podcast in the world.

From ESCU to HBO. Oct. 12, 2021. Jeff Benedict is co-author of "Tiger Woods," author of "The Dynasty," and executive producer of HBO's documentary "Tiger."

From New Britain to Netflix. Nov. 9, 2021. Daym Drops hosts the Netflix show "Fresh, Fried and Crispy." He has more than 1.5 million YouTube followers. With Danielle Chylinski of the Hartford Yard Goats.

Spring 2022

#CT Sports Influencers. Feb. 8, 2022. Creative strategies for sports marketing. ESPN's Nick Aconfora, Hartford Wolf Pack's Emily Vance, Hartford Athletic's John Ponziani, and Hartford Yard Goats' Isabelle Meckfessel. Hosted by CCSU Director of Athletics Thomas Pincince and Carolyn Lumsden.

How To Talk to the Media in a Crisis. March 1, 2022. Paul Mounds, Gov. Lamont's chief of staff; Duby McDowell, who hosted WFSB's "Face the State" for years; and Roy Occhiogrosso, who was senior adviser to former Gov. Malloy. With Dr. Rati Kumar of the Communication Department and Carolyn Lumsden

Guest speakers at Carolyn's classes included:

- Maura Casey, former New York Times editorial writer
- Khaaliq Crowder, who as a student wrote an op-ed for NBC opinion, and is now associate social media producer at Entertainment Tonight
- William Fish, Hartford Courant's First Amendment lawyer
- Renee Graham, Boston Globe columnist
- Peggy Hernandez, Washington Post freelancer and former Boston Globe education writer
- Susan Mermelstein, New York Times letters editor
- Christine Palm, who as state representative wrote the state's media literacy bill
- Richard Prince of Washington Post's Metro 8, which filed a pioneering discrimination claim
- Kevin Rennie, columnist, Hartford Courant
- Frank Hanley Santoro, former assistant U.S. attorney
- Chris Zaccaro, public relations associate, Sullivan & LeShane

[end]

Annual Summary
2021-22 Academic Year
J.C. Hick's Endowed Chair
Eastern Connecticut State University

Hicks Endowed Chair Fund:

- August 2021 balance: ~\$2,041
- May 2022 balance: ~\$1,577
 - \$465 towards travel for 2 students attending research conferences

2 Biology students received Freeman Scholarships for summer research

- \$3,000 funded through Institutional Advancement

11 students and 3 faculty attended and presented research at the Eastern Colleges Science Conference in Iona, NY (April 2022).

- Funded through NSF grant to Murdoch (Biology), Cowles (Biology), and Rodriguez (Education)

Additional Duties:

- Hosted 5 external seminar speakers ranging from CEO's of biomedical companies to active researchers from medicine to ecology.
- Prepared and presented a seminar focused on post-graduation employment and graduate programs to help students plan how to move forward in their biology careers.

Organized annual βββ Biological Honors Society induction

- Collated list of 29 students who were invited to join
- Organized chapter officers and prepared them to perform the ceremony

Organized annual Biology Awards Ceremony and βββ Biological Honors Society Induction

- 26 students were recognized for accomplishments in teaching, research, or academic achievement
- 8 students were inducted into βββ

Supervised enrollments for undergraduate supervised and independent research, supervised field experiences, and undergraduate teaching assistants (TA).

- Research: 32 students over 45 course registrations
- TA's: 13 student teaching assistantships

Managed social media outlets and emailed students about internship, research, and job opportunities.

Date: November 30th, 2022
To: Dr. Robert S. Prezant, Provost & Vice President of Academic Affairs, SCSU
From: Dr. Stephen Hegedus, Dean, College of Education, SCSU
RE: Report on Endowed Chair in Special Education

The Dorothy W. Goodwin Endowed Chair in Special Education was established in 2009 to promote evidence-based practices, conduct research, and teach our students and faculty about emerging best-practices in the field of education.

Presently this position is filled by Dr. Fred Volkmar, MD, who has an international reputation in the field of Autism Studies throughout his career predominantly at the Child Study Center, Yale University School of Medicine as the Irving B. Harris Professor. Dr. Volkmar is also the Editor in Chief of the Journal of Autism and Developmental Disorders, and the Editor of the Encyclopedia of Autism.

The work of the Endowed Chair involves cross-disciplinary collaborations with faculty in the departments of Special Education, Communications Disorders, Exercise Science, Counseling and School Psychology, Social Work, and Recreation and Psychology. The chair is presently a tenured member of the Special Education department at SCSU.

Since Dr. Volkmar's appointment in 2018, he has been active in leading and growing initiatives on campus and in collaboration with other institutions, agencies and local providers. Dr. Volkmar has taught undergraduate and graduate courses and sponsored research projects including high school students. He has made contact with several learners on the spectrum on SCSU's campus as well as several districts and family units within the state. Dr. Volkmar and Dr. Hegedus, Dean of the College of Education, have met with ambassadors of the African sub-Saharan continent at the United Nations headquarters in New York City, to discuss research related to Autism studies and potential future projects. Dr. Volkmar leads a regular colloquium series on Friday mornings that brings together international researchers and practitioners in the field of Autism research that has broad outreach to alumni and practitioners.

In addition, Dr. Volkmar has overseen multiple projects as the endowed chair and director of the Center of Excellence for Autism Spectrum Disorders, appointed by Dean Hegedus in 2019, including family engagement and public safety in collaboration with the SCSU Campus Police. In this role, he has also established an external advisory board including CT legislators, researchers and practitioners that meet regularly to discuss future initiatives and advocate for work in these areas.

The endowed funds have supported in part Dr. Volkmar's salary, assistants to his work, associated travel and advisors as allowed under the stipulations of the Goodwin endowment.

Please find attached a balance sheet of the endowment for FY22.

Dorothy Weisbauer Goodwin Endowed Chair in Special Education

As of FEY 6/30/2022

	<u>Amount \$</u>
Opening Balance as of July 1, 2021	\$2,248,023.75
Donations	\$0.00
Unrealized Gain (Loss)	(\$261,178.26)
Expenses	(\$87,984.31)
Broker & Management Fees	(\$40,066.08)
Ending Balance @ 6/30/2022	<u>\$1,858,795.10</u>

2022 Status Report for Constantine S. and Marie C. Macricostas Endowed Chair in Hellenic and Modern Greek Studies at Western Connecticut State University

Macricostas Fellow – Dr. Anna Kouremenos

The focus of the Macricostas Endowed Chair program is “to educate university students and the university community about the contributions that Ancient Greece has made to contemporary civilization and to invite scholarly study of Ancient and Modern Greece.”

During Dr. Kouremenos two-year assignment as the Macricostas fellow she has taught and designed the following classes as well as organized student and community-based events.

CLASSES

Fall 2021:

HUM 298 – Online - Democracy in Ancient Greece

Democracy is a hot topic in the 21st century and one with roots that go back over 2500 years. This course will examine the origins, history, and development of this system of government in Ancient Greece, with a special focus on its birthplace, the city-state of Athens.

HUM 298 – Online - Migration & Mobility in Ancient World

The study of migration in antiquity has much to teach us about later migration movements, including the mass movements of people in the 21st century. Recent studies in the material cultures and history of the Graeco-Roman period (7th century BC -7th century AD) are now enabling us to understand the extent of the demographic, social, political, and artistic environment of these ancient cultures in new ways.

Spring 2022:

HUM 298 – Online - Ancient Greece in Art & Cinema

This course explores various themes in Ancient Greek history through film and art. We will read selected texts from Ancient Greek authors and watch how stories in these texts have been translated and transmitted through artistic media. In class discussions, bi-weekly discussion board contributions, and a final paper, students will analyze 10 films and a number of artworks from antiquity to the present in terms of the historical contexts in which they were produced. In two presentations on famous figures from Ancient Greece, students will demonstrate their research and communication skills. By doing so,

they will learn about the accuracies (and inaccuracies) in various films and artistic depictions and will appreciate the substantial influence that Ancient Greek civilization has had upon our own.



Events

Spring '22 - Dr. Kouremenos hosted Dr. David Capps on April 29 for a lecture on campus at WCSU on "Myth's Poetic (Re)Fracturings: Themes from Antiquity." Open to campus & public via Zoom.



Pieter Bruegel. *Landscape with the Fall of Icarus*. c. 1560. Royal Museum of Fine Arts of Belgium, Brussels



Event hosted on Zoom on
April 29, 2022 @ 12:30 PM

Join Zoom meeting:
<https://us04web.zoom.us/j/76994348385?pwd=oecbuJMcJAak6sXisJgUq06WcJF.Q.1>

Meeting ID: 769 9434 8385
Passcode: rwpVT7

Myth's Poetic (Re)fracturings: Themes from Antiquity

Art teaches us how to see; dance teaches the body's sculpture in motion; the poetry of myth—expressed in flash fiction, free verse, short story, and other literary forms—keyed to the burden of Sisyphus, the pride of Tithonus, the lament of Persephone, the tragedy of Icarus, enlivens us to a sense of universality at the center of the ancient Greek world—this without suffering the impersonal posture of philosophical approaches.

David Capps is a philosophy professor and poet who lives in New Haven, CT. He is the author of three chapbooks: *Poems from the First Voyage* (The Nasiona Press, 2019), *A Non-Grecian Non-Urn* (Yavanika Press, 2019), and *Colossi* (Kelsay Books, 2020).