CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, June 9, 2023 @ 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at: https://youtube.com/live/_d0NQg8ksFc?feature=share

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

2. <u>Approval of Minutes</u>
   a. May 5, 2023 – *Page 1*

3. <u>Consent Items</u>
   a. Discontinuation
      i. Supply Chain Analytics – Official Certificate Program – Central CT State University – *Page 6*

4. <u>Action Items</u>
   a. New Programs
      i. Business Analytics – B.S. – Central CT State University – *Page 10*
   b. Modification
      i. Graduate Reading – Remedial Reading and Language Arts Specialist – Graduate Certificate – Southern CT State University [Modification of Instructional Delivery] – *Page 32*
      ii. Masters in Arts in Teaching - Secondary Education – Western CT State University [Modification of Instructional Delivery] – *Page 35*
   c. CT State Program Alignment
      i. Health Science – A.S. Degree – *Page 38*
      ii. Photography – Certificate – *Page 45*
   d. CT State Policies
      i. Associate Degrees – Revision – *Page 48*
      ii. Academic Standing – New – *Page 52*
      iii. Grading, Notations, and Academic Engagement – Revision – *Page 55*
   e. CSU Professor Designation – *Page 61*

5. <u>Informational Items</u>
   a. Below Threshold
      i. Business Analytics – Official Certificate Program – Central CT State University [New Certificate] – *Page 102*
      ii. Literacy Studies in Culturally Sustaining and Compassionate Pedagogies – Graduate Certificate – Central CT State University – [New Certificate] – *Page 110*
      iii. Theatre – B.A. – Central CT State University [Modification of Courses / Course Substitutions] – *Page 115*
      iv. Theatre with Specialization in Performance – B.F.A. – Central CT State University [Modification of Courses / Course Substitutions] – *Page 119*
      v. Theatre with Specialization in Technology, Design, and Production – B.F.A. – Central CT State University [Modification of Courses / Course Substitutions] – *Page 124*
      vi. Art and Design – B.A. – Southern CT State University [Modification of Courses / Course Substitutions] – *Page 129*

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

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, May 5, 2023 @ 9:30 a.m.
Conducted via Remote Participation
Meeting livestreamed at: https://youtube.com/live/KCcETvCml70?feature=share

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

Ex-Officio BOR
Members: Colena Sesanker

Staff Present: Kaylah Davis, Aynsley Diamond, Pam Heleen, Rai Kathuria, Kenneth Klucznik

Other Attendees: Missy Alexander (WCSU), Lourdes Cruz (CT State), Maria Delcourt (WCSU), Stephen Hegedus (SCSU), Kim Kostelis (CCSU), Charles Menoche (CCSU), Trudy Milburn (SCSU), Joann Paladino (WCSU), Katherine Roe (WCSU), William Salka (ECSU), Louise Shaw, Timothy St. James (ACC), Robert Wolff (CCSU)

The meeting was called to order at 9:31a.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.

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

2. <u>Approval of Minutes</u>
   a. April 6, 2023
      Chair Ira Bloom asked for a motion to approve the minutes of the April 6, 2023, BOR ASA committee meeting. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

3. <u>Action Items</u>
   a. Suspensions
      i. Mathematics – M.A. – Western CT State University
         Dr. Missy Alexander, Provost and Vice President, Dr. Joan Palladino, Interim Dean, Dr. Marcia Delcourt, Professor, and Dr. Katherine Roe, Department Chair presented. Western Connecticut State University requested approval for the suspension of the Masters of Arts program in Mathematics. The program's audience is secondary school teachers seeking a state-required graduate degree. Enrollment has steadily declined over the last 10 years, and the program's current format (part-time and on-ground) no longer meets the needs of these audiences. The suspension provides an opportunity to evaluate the feasibility of reopening in the future, by reviewing the state-wide need of the degree.

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

b. Modifications

i. Music Education – B.S. – Central CT State University [Significant Modification of Courses / Course Substitutions]

Dr. Kimberly Kostelis, Dr. Robert Wolff, and Dr. Charles Menoche presented. Central Connecticut State University requested approval for modifications to the Bachelor of Science in Music Education. The modifications restructure the program to improve access and equity, facilitate student academic success, foster timely degree completion, and include curricular revisions and enhancements that provide additional support for students from disadvantaged backgrounds and/or under-resourced school districts. This modification is aligned with a campus wide effort to increase access, transfer flexibility, and foster interdisciplinary collaboration. The two below threshold items 4.a. iv. and 4.a.v. are related to this modification in an interdisciplinary approach to best meet needs of the students.

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

ii. School Health Education – M.S. – Southern CT State University [Modification of Instructional Delivery]

Dr. Trudy Milburn, Associate Vice President and Dr. Stephen Hegedus, Dean presented. Southern Connecticut State University requested approval for revisions to the Masters of Science in School Health Education program. Since COVID, this program has been offered fully online with success. The target audience for this program is currently employed educators across CT who are looking for coursework and training in health education. Removing the hybrid option and having classes fully online makes this program more accessible to educators across the state. This modification is based on data from students who have shown interest in an accessible all online option as opposed to a hybrid format.

Regent Bloom inquired about the opportunity for students located anywhere to enroll as it would be fully online. Regent McCarthy questioned if there are similar programs within the system that also offer it remotely.

It was confirmed that this is the only program in the state offering online modality, and that broader advertising for recruitment is possible.

Regent McCarthy and Regent Bloom added that the submission process for modifications should include similar programs in the system.

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

iii. Graduate Reading – Remedial Reading and Language Arts – M.S. – Southern CT State University [Modification of Instructional Delivery]

Dr. Trudy Milburn, Associate Vice President and Dr. Stephen Hegedus, Dean, presented. Southern Connecticut State University requested approval for revisions to the Masters of Science in Remedial Reading and Language Arts, as well as the Reading and Language Arts Consultant – Post-Masters Certificate, and the 6th Year Certificate in Remedial Reading and Language Arts Consultant. The modification of instructional delivery provides flexibility and accessibility for students to attend their courses, as many of the enrolled students are full-time educators and administrators throughout the state.

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 as approved unanimously.

iv. Graduate Reading – Reading and Language Arts Consultant – Post-Masters Certificate – Southern CT State University [Modification of Instructional Delivery]
Dr. Trudy Milburn, Associate Vice President and Dr. Stephen Hegedus, Dean, presented.
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 as approved unanimously.
v. Graduate Reading – Remedial Reading and Language Arts Consultant – Sixth Year Certificate – Southern CT State University [Modification of Instructional Delivery]
Dr. Trudy Milburn, Associate Vice President and Dr. Stephen Hegedus, Dean, presented.
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 as approved unanimously.
vi. Instructional Leadership – Ed.D. – Western CT State University [Significant Modification of Courses / Course Substitutions]
Dr. Missy Alexander, Provost and Vice President, Dr. Joan Palladino, Interim Dean, Dr. Marcia Delcourt, Professor, and Dr. Katherine Roe, Department Chair presented. Western Connecticut State University requested approval for the modification of the Ed.D. in Instructional Leadership. Doctor of Education Programs are moving from the traditional Ph.D. Dissertation towards a practitioner-based culminating project that benefits the student as a leader, rather than a potential academic or researcher. The program pivoted to fully online during the pandemic. This is the only program of its type in the state. Expanding the program promotes inclusion of other students that were not previously admitted as they were not a part of the K-12 environment. The program allows students to earn their degree quicker if they choose to by offering courses through summer and intersessions. The program will also be admitting cohorts each year as opposed to every other year, eliminating the Miller Analogy test, offering courses in a more DEI centric approach, and providing a more practical approach with options in dissertation. The programs revised mission and vision better aligns with the university learning outcomes, and the modification provides a more inclusive and flexible program for students.
Regent James commended the diligence of the program review by taking what has been learned to re-examine how programs are delivered and focus on the realities of what students face today.
Regent Bloom inquired about the percentage of students who complete the program, and the length of time.
Around 80-85 percent of students complete the program. Like the Ed.D. in Nursing, the model will allow students to complete their coursework within three years.
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent James McCarthy, and second by Regent Richard Porth, a vote was taken, and the modification as approved unanimously.
b. Board of Regents Faculty Awards
Chair Ira Bloom asked for a motion to approve the BOR Faculty Awards. On a motion by Regent Richard Porth, and second by Regent Juanita James, a vote was taken, and the awards were approved unanimously.
d. CSU Promotions and Tenures
i. Central CT State University
ii. Eastern CT State University
iii. Southern CT State University
iv. Western CT State University
Consistent with the AAUP collective bargaining agreement, the Presidents of the four Connecticut State Universities requested approval of their recommendations for promotion and tenure.

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

    e. `Faculty Research Grants
       i. Central CT State University
      ii. Eastern CT State University
      iii. Southern CT State University
      iv. Western CT State University

The Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds be allocated for research grants at each of the four CSU institutions.

Chair Ira Bloom called for a motion to approve the Faculty Research Grants. On a motion by Regent Juanita James, and second by Regent James McCarthy, a vote was taken, and the Faculty Research Grants were approved unanimously.

    f. Recognizing CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team

Each spring, Phi Theta Kappa, the National Community College Honors Society, recognizes outstanding students, the All-Connecticut Academic Team. These students have demonstrated excellence in their academics, as well as in their participation in campus activities.

Chair Ira Bloom called for a motion to recognize CSCU Phi Theta Kappa All Connecticut Academic Team. On motion by Regent Juanita James, and second by Regent James McCarthy, a vote was taken, and the CSCU Phi Theta Kappa All Connecticut Academic Team were recognized.

    g. Recognizing 2023 Henry Barnard Award Recipients

The Henry Barnard Award is granted to Connecticut State University students who have demonstrated excellence in both academic and substantial commitment to voluntary community service.

Chair Ira Bloom called for a motion to recognize the students representing the Connecticut State Colleges and Universities who have received the 2023 Henry Barnard Award. On a motion by Regent James, and second by Regent Porth, a vote was taken, and the 2023 Henry Barnard Award recipients were recognized.

    h. CSU Professor Nomination

Dr. Kim Kostelis, Provost, presented.

Central Connecticut State University requested approval for the appointment of Dr. Kristine Larsen as a Connecticut State University Professor. Dr. Larson began her teaching career at CCSU in 1989 as an instructor and became a full professor in 2014. Dr. Larson received her BA in 1984 from CCSU, her Master's and Ph.D. from UConn. She is currently the serving in the elected position of Honors Program Director and has served in that capacity multiple times. She is also involved in the Center for Teaching and Innovation and serves as the faculty liaison for First Year Experience. Outside of teaching, she creates public events, that attract K-12 partners, CCSU students and faculty, and the community.

Chair Ira Bloom called for a motion to approve the CSU Professor Nomination. On a motion by Regent James McCarthy, and second by Regent Juanita James, a vote was taken, and the CSU Professor Nomination was approved unanimously.

4. <u>Informational Items</u>
    a. Below Threshold
       i. English-Spanish Translation – Certificate – Central CT State University
      ii. Spanish for Health Professionals – Certificate – Central CT State University
      iii. Biomolecular Sciences – B.S. to M.S. Accelerated 4+1 Concentration – Central CT State University
      iv. Music – B.A. – Central CT State University [Modification of Courses / Course Substitutions]

    v.   Music – B.A. – Central CT State University [Addition of a Concentration]
       Regent Ira Bloom made a comment that 4.a.iv and. v are connected to the previously approved modification.
    vi. Art and Design – B.A. – Southern CT State University
  b. Update – ECSU Nursing Program – Shared Governance Process
     Dr. William Salka, Provost and Vice President, Academic Affairs provided his apologies for pre-emptively submitting the Nursing program proposal prior to the program undergoing its campus processing. He also acknowledged Professor Sesanker for identifying this. He stated that this will not be done in the future, and that all new programs will go through the entire campus governance process prior to submittal. He confirmed that the program was unanimously approved by the campus Senate on April 18th, and that the department is currently interviewing candidates for the Director, Associate Director, and Clinical Coordinator. Upon approval by the full board in May, the anticipated start of program enrollment is the Fall term.

     Chair Ira Bloom inquired where transfer students will begin in the program, and if it is evaluated per case.

     It was confirmed that this depends on the number of credits the student has earned. An RN will begin the program in the clinical, but if a student needs other courses for the program, they will be taken at ECSU.

     Chair Ira Bloom made comment that the new program proposal form has been revised to include confirmation of campus level approval.

  c. Community College Promotion and Tenures
  d. Emeritus Awards
    i. Southern CT State University

Regent Richard Porth appreciated the opportunity to recognize talent and excellence across the system for faculty and students. He also extended his congratulations to all recognized.

Regent Juanita James commented that she recently connected with Regent Budd, and she sends her regards.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent James McCarthy and second by Regent Richard Porth, a vote was taken, and the motion to adjourn was passed unanimously at 10:16 a.m.

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.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuation of Supply Chain Analytics Official Certificate Program

June 29, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Supply Chain Analytics Official Certificate Program at Central Connecticut State University effective Spring 2022.

A True Copy:

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

ITEM
Discontinuation of Supply Chain Analytics Official Certificate Program at Central Connecticut State University.

BACKGROUND
The School of Business interdisciplinary Business Studies Programs Council voted to discontinue this program due to low enrollment and limitations in curriculum. For students interested in supply chain management, there is an MS degree program offered in the School of Engineering, Science and Technology, and CCSU offers a Supply Chain Management career path in the MBA program.

TEACH OUT
There are no remaining enrollments in this program; any students enrolled in this program have already completed. In Fall 2020, there was one student enrolled in the certificate program; in Spring 2021 one student was still enrolled. As of Fall 2021, there have been no additional enrollments and CCSU closed the program to enrollments in Spring 2022.

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

06/2/2023 – BOR - Academic and Student Affairs Committee
06/29/2023 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 04/19/2023

Program Characteristics

Name of Program: Supply Chain Analytics, Official Certificate Program

BOR Accreditation Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19

OHE #: 19446

CIP Code Number: 52.1301   Title of CIP Code: Management Science, General

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

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

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

Phase Out / Teach Out Period: The program was closed and is now phased out.

Expected Dates of Program Termination

- Date for final enrollment of new students: Fall 2020
- Date for final award of credential: Spring 2021

Department where program is housed: Interdisciplinary, School of Business

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

Institutional Contact for this Proposal: Lisa Frank	Title: Interim Dean, School of Business	Tel.: 860-832-3209 e-mail: franklic@ccsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The School of Business interdisciplinary Business Studies Programs Council voted to discontinue this program due to low enrollment and limitations in curriculum. For students interested in supply chain management there is an MS degree program offered in the School of Engineering, Science and Technology, and we offer a Supply Chain Management career path in the MBA program.

Phase Out/Teach Out Strategy

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

There are no remaining enrollments in this program; it was phased out due to low enrollment and any students enrolled in this program have already completed. In Fall 2020 there was one student enrolled in the certificate program; in Spring 2021 one student was still enrolled. As of Fall 2021 there have been no additional enrollments and we closed the program to enrollments in Spring 2022.

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*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

SECTION 3: RESOURCES

Close Out Costs

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

There are no costs to discontinuing this program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

Lessons Learned include <u>knowledge</u> or <u>understanding</u> gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

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

Future programs in content areas that span across schools should seek to be interdisciplinary in nature, combining the expertise of faculty in multiple departments or schools, giving us the ability to provide students with the most relevant content and adequate curriculum.

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CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

June 29, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Analytics (CIP Code: 30.7001, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Business Analytics, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Business Analytics	
CIP Code	30.7201	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	06/29/2023	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground X_ Hybrid _ Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Business Analytics is a relatively new and rapidly growing field. Nationwide trends show a growing demand for analytics-related degrees. The higher education offerings have been slower to meet the demands of this trend in Connecticut and New England offering an even greater opportunity to successfully enter this market. Over the next decade growth in this career area is projected to be very high in both the labor market (15%) and in degree completions (32.4%). (Hanover Research Market Analysis – BS in Business Analytics, prepared for CCSU, June 2020). Faculty are motivated to offer this high-demand degree program and supported the proposal throughout the curriculum process, which included discussions within the departments and the Business Studies Programs Council.

The applicability of this program to all types of business organizations will broadly increase the supply of business analytics trained professionals into the workforce of Connecticut and

neighboring states. This new degree program matches "current and emerging industry demands for key stills and abilities as outlined in the 2020 Governor's Workforce Council report" (CSCU 2030).

PROPOSAL

The business world is rapidly changing and the need for professionals who are educated in analytics continues to increase as all types of business organizations feel the unprecedented impact of those changes, driving a demand for employees who can analyze and interpret data. The B.S. in Business Analytics Program is designed to fulfill the educational needs of students who want to pursue their career in business analytics. The program provides technical data analysis skills along with insight development and problem-solving skills, allowing students to learn to think and use business data strategically.

The proposed program offers the same high-quality business education as the six specialized business degrees already offered by CCSU (Accounting, Business, Finance, Management Information Systems, Management, Marketing) while focusing on technical foundations in data analytics and skills, preparing students for analytics-related positions in business organizations. This program complements the existing programs in the disciplines by leveraging the existing courses while providing a focus on analytics. The program is interdisciplinary in nature, offering courses not only across departments within the School of Business, but also offering courses external to the School of Business. Specifically, the program partners with the Mathematical Sciences department to provide a selection of data science courses to supplement the business courses in the curriculum.

The CCSU School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), an accrediting body that recognizes less than 6% of business schools worldwide for their excellence and quality of their faculty and programs. AACSB currently accredits all School of Business programs, thus accreditation will be awarded to this program once offered, with a continuous improvement review expected in 2028.

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.

06/2/2023 – BOR - Academic and Student Affairs Committee
06/29/2023 – 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:　　4/19/2023

Institution: Central Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date:

Continued in accreditation; approved at the Commission's meeting on 4/12/19

Program Characteristics

Name of Program: Bachelor of Science in Business Analytics

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

Modality of Program *(check all that apply)*: ☒On ground ☒ Online ☒ Hybrid, % of fully online courses 50-99%

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: Spring 2024

Total # Credits in Program: 120

Credits in General Education: 47 - 49

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

CIP Code Number: 30.7201　　　Title of CIP Code: Business Analytics

Department where program is housed: School of Business - Interdisciplinary

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

Provide estimated cost of program (tuition and fees): $　　　OR url for link to tuition/fee information:
https://www2.ccsu.edu/admission/firstyear/tuition.php

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

Program website:

Provide the intended catalog description for this program:
The business world is rapidly changing and the need for professionals who are educated in analytics continues to increase as all types of business organizations feel the unprecedented impact of those changes, driving a demand for employees who can analyze and interpret data. The B.S. in Business Analytics Program is designed to fulfill the educational needs of students who want to pursue their career in business analytics, providing technical data analysis skills along with insight development and problem-solving skills, allowing students to learn to think and use business data strategically.

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

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

All School of Business programs are accredited by AACSB; in accordance with the current accreditation standards the program will be accredited immediately and come under review in 2028. While AACSB accreditation specifies that the B.S. in Business Analytics is accredited as soon as we offer it, we will include it in the ensuing accreditation continuous improvement review, and at that time address all aspects of accreditation requirements including faculty qualifications, faculty sufficiency, assurance of learning, and the three pillars of AACSB accreditation: Innovation, Impact, and Engagement. As our upcoming Continuous Improvement Review is scheduled for Fall 2023, we expect to include B.S. in Business Analytics in the accreditation review process for Fall 2028 as inclusion of a new program.

AACSB views our undergraduate disciplines as one program based on the common curriculum, therefore during the 2028 review we expect this program to also be included under the same undergraduate program umbrella for accreditation purposes. Furthermore, the nature of the Fall 2023 review allows us the opportunity to use the expertise of the peer-review team as we plan for including this program in the 2028 review.

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

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

Institutional Contact for this Proposal

Name: Lisa Frank

Title: Interim Dean, School of Business

Phone: 860-832-3209

Email: franklic@ccsu.edu

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

  The business world is rapidly changing and the need for professionals who are educated in analytics continues to increase as businesses feel the unprecedented impact of those changes, driving a demand for employers who can analyze and interpret data. The B.S. in Business Analytics Program is designed to fulfill the educational needs of students who want to pursue their career in business analytics, provide technical skills along with insight development and problem-solving skills, and allow students to learn to think strategically. The need for this program in our region is based on both student and employer demands, thus creation of this program will meet both students' career goals and the objectives of the regional employers. This program will improve students' ability to make sense of data in all types of organizations and contribute to the economic development of the region.

  Business Analytics is a relatively new and rapidly growing field. Nationwide trends show a growing demand for analytics related degrees. The higher education offerings have been slower to meet the demands of this trend in Connecticut and New England, offering

an even greater opportunity to successfully enter this market. Over the next decade growth in this career area is projected to be very high in both the labor market (15%) and in degree completions (32.4%). (Hanover Research Market Analysis – BS in Business Analytics, prepared for CCSU, June 2020). Faculty are motivated to offer this high-demand degree program and supported the proposal throughout the curriculum process, which included discussions within the departments and the Business Studies Programs Council.

This program supports the missions of CCSU and CSCU, the program increases access to Higher Education (CCSU Strategic Plan 2030 - Goal 2) and ensures sustainability for the future (CCSU Strategic Plan 2030 - Goal 5). The BS in Business Analytics provides an opportunity for a variety of students, from transfer students to non-traditional learners, by increasing their access to higher education and assisting with workforce upskilling and reskilling to meet today's job market demands. The applicability of this program to all types of business organizations will broadly increase the supply of business analytics trained professionals into the workforce of Connecticut and neighboring states. This new degree program matches "current and emerging industry demands for key stills and abilities as outlined in the 2020 Governor's Workforce Council report" (CSCU 2030).

The proposed program offers the same high-quality business education as the six specialized business degrees already offered by CCSU (Accounting, Business, Finance, Management Information Systems, Management, Marketing) while focusing on technical foundations in data analytics and skills, preparing students for analytics-related positions in business organizations. This program complements the existing programs in the disciplines by leveraging the existing courses while providing a focus on analytics. The program is interdisciplinary in nature, offering courses not only across departments within the School of Business, but also offering courses external to the School of Business. Specifically, the program partners with the Mathematical Sciences department to provide a selection of data science courses to supplement the business courses in the curriculum.

The CCSU School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), an accrediting body that recognizes less than 6% of business schools worldwide for their excellence and quality of their faculty and programs. AACSB currently accredits all School of Business programs, thus accreditation will be awarded to this program once offered, with a continuous improvement review expected in 2028. The process of continuous improvement we have developed within the school ensures maintenance of faculty qualifications, faculty sufficiency, and assurance of learning, along with the three pillars of innovation, societal impact, and engagement. We place a high expectation on faculty qualifications and expertise. Our faculty qualifications standards ensure that all School of Business faculty maintain qualifications to teach through academic creative activities such as research, professional activities that put faculty in direct contact with external partners, or a combination of these activities.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs –

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

The need for this program in our region is based on both student and employer demands, thus creation of this program will meet both students' career goals and the objectives of the regional employers. This program will improve students' ability to make sense of data in all types of organizations and contribute to the economic development of the region. This is a relatively new field with high demand and prospects for positions in many industries and occupational segments. Over the next decade growth in this career area is projected to be very high in both the labor market (15%) and in degree completions (32.4%). (Hanover Research Market Analysis – BS in Business Analytics, prepared for CCSU, June 2020). Students who earn a bachelor's degree in business analytics should be particularly strong candidates in the job market because of the continuing need in the marketplace for managers/analysts with strong analytical skills. They can hold a broad range of employment opportunities in government, management, financial services, marketing, healthcare, sports analytics, and human resources. The knowledge, skills, and abilities students develop at CCSU will ensure that they are prepared to bring value to any of the professional roles. According to Hanover Research's market analysis in 2020, New England employers posted a total of 27,312 Business Analytics-related job listings, and about 82.7% of the listings required a bachelor's degree. Some of the fastest-growing, most in-demand positions in the marketplace include:

- Business Analysis Specialist: Business analysis specialists provide IT solutions for organizations by using software to process analytics. They develop software applications for analysis and design data models to collect data. A bachelor's degree in business analytics or a related field is usually required for this profession.
- Operations Management Analyst: Operations management analysts help organizations make decisions and solve complex issues by using statistical analysis, simulations, predictive modeling, and other mathematical methods. These professionals gather and interpret data on product/service design, production schedules, pricing, and supply chain management. Many operations management analysts have a degree in business analysis or a related field.
- Market Research Analyst: Market research analysts collect and analyze consumer data to help businesses to study market conditions and promote their products or services. They organize and interpret data on consumer demographics, preferences, and buying habits by using statistical and programming techniques. Many market research analysts have a degree in business administration and have taken coursework in statistics or computer science.
- Logistics Analyst: Logistics analysts are typically responsible for overseeing procurement, inventory, transportation, and warehousing for a business's supply chain. They use software to track purchasing, control inventory, and monitor supply chain systems. Many of these professionals have a degree in business administration and require strong business analytics skills.

Business Analytics graduates can also consider pursuing jobs such as: Data Analyst/Scientist/Engineer, Business Intelligence Manager/Analyst, Data Visualization Analyst, Decision Science Analyst, Marketing Strategy Consultant, Pricing and Revenue Optimization Analyst, Retail Sales Analyst, Fraud Analyst.

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*
11-2021	Marketing Managers	$135,030
11-3031	Financial Managers	$131,710
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	$78,410
13-1111	Management Analysts	$93,000
13-1161	Market Research Analysts and Marketing Specialists	$63,920
13-1199	Business Operations Specialists (Business Continuity Planners)	$74,670
13-2022	Appraisers of Personal and Business Property	$61,340
13-2051	Financial and Investment Analysis	$91,580
13-2054	Financial Risk Specialists	$100,000
15-1211	Computer Systems Analysts	$99,270
15-1243	Database Architects	$123,430
15-1299	Computer Occupations (Information Technology Project Managers)	$95,270
15-2031	Operations Research Analysts	$82,360
15-2051	Data Scientists	$100,910
25-1011	Business Teachers, Postsecondary	$94,360
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	$60,550
41-9031	Sales Engineers	$103, 710

*Median wages 2021 U.S https://www.onetonline.org/find/result?s=business+analytics

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
518210	Data Processing, Hosting, and Related Services
541611	Administrative Management and General Management Consulting Services
541612	Human Resources Consulting Services
541613	Marketing Consulting Services
541614	Process, Physical Distribution, and Logistics Consulting Services
541618	Other Management Consulting Services
541720	Research and Development in the Social Sciences and Humanities
551114	Corporate, Subsidiary, and Regional Managing Offices
522320	Financial Transactions Processing, Reserve, and Clearinghouse Activities
523920	Portfolio Management
524292	Third Party Administration of Insurance and Pension Funds
524298	All Other Insurance Related Activities
525190	Other Insurance Funds
531210	Offices of Real Estate Agents and Brokers
531390	Other Activities Related to Real Estate
541910	Marketing Research and Public Opinion Polling
541219	Other Accounting Services
561110	Office Administrative Services
561499	All Other Business Support Services
611430	Professional and Management Development Training

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: MBA   ☐ 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:

All CIP Codes that begin with 30. are interdisciplinary. The other 30. programs are completely unrelated to this program, except for the OCP in Accounting Analytics which has the CIP code 30.7199. We are proposing an OCP in Business Analytics with the same CIP code 30.7102 to be offered in Fall 2023, if approved. However, both OCP programs are graduate level programs, therefore do not compete with this proposal.

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

There are no enrollments at CCSU with CIP 30.71, nor in the CSCU system. This CIP codes is new in 2020.

- How will the proposed program impact enrollment and completion in these existing programs? N/A

Both the OCP in Accounting Analytics and the OCP in Business Analytics (currently in proposal stage) are graduate level programs, thus we expect no impact on this program due to the existence of the two OCPs. We expect this program will increase enrollment in the OCP programs as students who graduate with a BS in Business Analytics pursue graduate studies in the same field.

- 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?

This program is an undergraduate program that serves a market need and will supply students for the graduate OCPs in the same field. There is a demand for a business analytics degree that our current programs do not meet. In addition, we expect this degree program to appeal to transfer students from two-year institutions, especially CT State Community College. We expect this program to attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands, due to the need for more analytics in the business job market. Job demand for business analytics professionals has remained high despite the economic recession because of the pandemic. For instance, in the first half of 2020, there was a total of 27,312 business analytics-related job postings in the New England region alone. The top locations are Boston, MA (3,939 jobs), Hartford, CT (880 jobs), Cambridge, MA (710 jobs), and Stamford, CT (584 jobs). According to Hanover Research, which conducted a market study for B.S. in Business Analytics program, it is expected that the growth of business analytics-related jobs stays strong regardless of geographic levels. They found that 46 percent of global business professionals expect that there will be a shortage of business analytics professionals across all industries. For instance, employment growth for business analytics-related jobs is expected to be steady until 2026. Specifically, CT expects 5.9% employment growth while the entire U.S. expects 5.2% employment growth in business analytics-related fields. Higher employment growth for business analytics jobs in Connecticut compared to the national average is mainly because there are many insurance, investment, and healthcare companies that are highly dependent upon data-driven decision-making. Business analytics professionals are unique because they should have strong skills in data analysis as well as a robust understanding of business and industry. Because of this uniqueness, it is not easy to train good business analytics professionals in the short term. Thus, qualified business analytics professionals meeting this standard are in high demand, while the pool of qualified business analytics professionals is still highly limited.

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

The proposed program leverages the existing set of programs and the existing faculty. The program begins with the same common core that is characteristic of all the School of Business programs, introducing students to general education, the business foundation (pre-major requirements) and the business core requirements. These courses are all taught by existing faculty as long as existing lines are in place. The elective courses that define this program as a general business program are all designed to co-exist with the existing disciplines such that at the outset no additional elective courses will be needed to offer a complete Bachelor of Science in Business Analytics program to students. Thus, we expect minimal impact on the budget to initiate this program. Furthermore, if we leverage the transfer articulation, we can create a pipeline of students who attend the community colleges for the first two years and Central for the latter two years, further minimizing the budgetary impact of the additional degree completions. There are three new core courses proposed to serve the needs of this program. We plan for one new faculty hire in the first year to teach multiple sections of the business analytics capstone and new business analytics courses. Based on the potential for growth in this program we expect to request a second faculty line in the second year. We should be able to absorb the expected enrollment in the initial stages without adding office space or equipment, however maintaining a high-quality Business Analytics program requires an annual investment in data analytics software and business databases.

Impact on related programming across CSCU

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

There are no enrollments in the CSCU system with CIP 30.71, nor in the CSCU system. This CIP code is new in 2020.

- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***.
- How is the new program distinct from these existing programs? N/A
- 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: N/A

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.

Given this is a relatively new field with high growth projected in this career area in both the labor market and degree completions (Hanover Research Market Analysis – BS in Business Analytics, prepared for CCSU, June 2020), along with a strong demand for AACSB accredited business programs, we estimate the enrollment in the first few years of the program will follow a trajectory similar to that of the CCSU MBA program when it first rolled out in 2015. We assume tuition of $6178 per FTE per semester, and a cost of $220.5 per SCH per semester for salary and fringe. The cost of faculty is estimated at 50% of the total because this program is heavily reliant on courses that are already offered in the other School of Business programs and requires minimal addition of courses and sections.

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 business world is rapidly changing and the need for professionals who are educated in analytics continues to increase as businesses feel the unprecedented impact of those changes, driving a demand for employees who can analyze and interpret data. Business Analytics trained professionals are in high demand in today's job market by all types of business organizations. The B.S. in Business Analytics Program is designed to fulfill the educational needs of students who want to pursue their career in business analytics, providing technical skills along with insight development and problem-solving skills, and allowing students to learn to think and use business data strategically.

CT State Community College is expected to be the major natural pipeline for enrollments to the B.S. in Business Analytics degree program. Unlike our current Bachelor of Science program, this program will also attract students with associate degrees in areas other than business studies (e.g., Data Analytics and Data Science). The new degree will attract adult learners holding associate degrees who seek a job in the business analytics area or to supplement their existing skillset (upskilling) to advance their current career pathway, and adult learners looking to learn new skills (reskilling) to explore new jobs and career pathways in the business analytics areas. A strong demand for business analytics jobs will attract high school graduates to the proposed program.

Student Recruitment / Student Engagement

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

CT State Community College is expected to be a major natural pipeline for enrollments to the Bachelor of Science in Business Analytics. The new degree will also attract adult learners holding associate degrees who seek to supplement their existing skillset (upskilling) to advance their current career pathway, and adult learners looking to learn new skills (reskilling) to explore new jobs and career pathways. The high demand for a business degree program with an analytics focus is confirmed by a Hanover research report, and the lack of such programs currently offered in Connecticut confirm the need for a new program in this area.

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

We expect some students who would normally enroll as 'undeclared business' students will enroll in the BS in Business Analytics, providing them a connection to the school and a clear pathway to graduation with a specific business degree. We expect this will improve retention outcomes for this cohort of students. We plan to offer the accelerated option into the MBA program, which we expect will further enhance retention and graduation rates. As mentioned previously, we offer in person tutoring services within the school, and will track and analyze retention rates with the Office of Institutional Research and Assessment to ensure continuous improvement.

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:

Admissions are the same for all School of Business Programs:

Links to admission standards and a summary of School of Business specific standards are included, below.

First-Year:

https://www2.ccsu.edu/admission/firstyear/requirements.php?redirected

Transfer:

https://www2.ccsu.edu/admission/transfer/requirements.php

School of Business specific information:

https://www.ccsu.edu/business/admissions.html

Summary:

Students may apply for admission to the School of Business as part of their initial application for admission to the University. Students will be in pre-major status until they are formally admitted to business major status. Business major status will automatically be granted to students who have:

Achieved at least Junior standing.

Completed the following pre-major courses with a minimum cumulative grade point average of 2.00:

- AC 211 and AC 212
- ECON 200 and ECON 201
- WRT 105/105P or ENG 110
- MATH 123 OR MATH 125
- STAT 200
- MC 207

Attained a grade of "C-" or better in each of the pre-major required courses.

Earned a minimum of 2.00 in all coursework at CCSU.

Students accepted into business major status must maintain a minimum 2.00 cumulative grade point average in business coursework and in the University grade point average. A student who has attained business major status in the School of Business and whose grade point average falls below the required minimum 2.00 cumulative grade point average will not be able to graduate.

Graduation Requirements

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

If yes, describe: MGT 480 serves as a capstone for all business disciplines and is required in the common business core. In addition this program will have its own capstone that focuses on data analytics in the business organization.

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.

The learning outcomes follow those we report to AACSB. On a regular basis we assess the following learning outcomes:

1 - Communication Skills: Students will prepare and deliver an effective business document.

2 - Team Players: Students provide meaningful contributions to team outcomes.

3 - Ethics and Social Responsibility: Students can recommend actions consistent with high ethical standards in response to a dilemma.
4 - Thinking Skills: Students will gather, interpret and integrate data from across disciplines to solve business problems.

Assessment of Learning Outcomes

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

Program learning outcomes are assessed during students' senior year, in a zero-credit course, BUS 480, used solely for assessment and exit interviews. BUS 480 is a program requirement and is a co-requisite to the capstone course MGT 480. Students are required to complete a written assignment and quizzes as part of BUS 480. Each assignment is aligned with one or more learning outcomes. Student work is then scored by faculty in the School of Business, and the data is collated by the Assessment Coordinator for faculty review and recommendation for improvement. Improvements are implemented throughout the curriculum and monitored to determine if they are successful in improving student learning outcomes. Coverage of the learning outcomes is ensured through the maintenance of a curriculum map that maps learning outcomes to the specific courses in which they are taught.

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 (63 credits total; 9 credits also fulfill General Education requirements)			
Common Business Core (27 credits)			
AC 211 Introduction to Financial Accounting	1, 2, 3, 4	MATH 101, or MATH 102, or MATH 103 (C- or higher).	3
AC 212 Introduction to Managerial Accounting	1, 2, 3, 4	AC 211 (C- or higher).	3
FIN 295 Managerial Finance	3, 4	AC 211; and one of the following: STAT 104, STAT 200, STAT 215, STAT 314, or STAT 315; all with grades of C- or higher.	3
LAW 250 The Legal and Ethical Environment of Business (General Education Study Area I)	1, 3, 4		3
MC 207 Managerial Communication I (General Education Skill Area I)	1, 2, 3, 4	WRT 110 or WRT 105 and WRT 105P and sophomore standing.	3
MIS 201 Introduction to Management Information Systems	1, 3, 4	None	3
MGT 295 Fundamentals of Management and Organizational Behavior	1, 2, 3, 4	WRT 105 or WRT 110 or ENG 110 or ENG 202 or HON 140 with a grade of C- or higher and sophomore standing.	3
MKT 295 Fundamentals of Marketing	1, 2, 3, 4	None	3
MGT 480 Strategic Management	1, 2, 3, 4	Grades of at least C- in FIN 295, LAW 250, MIS 201, MGT 295, MKT 295, STAT 201 and the eight pre-major courses; acceptance into upper-division of School of Business; meeting upper-division Business School GPA requirements; and a minimum of 100 credits.	3
BUS 480 Capstone Seminar	1, 2, 3, 4	Co-requisite MGT 480	0
School of Business Additional Requirements (6 credits)			
BUS 250 Introduction to Business Analytics and Skills	1, 2, 4	*	3
STAT 201 Business Statistics II (General Education Skill Area II)		STAT 200 or equivalent (C- or higher).	3
Business Analytics Core (12 credits)			
BUS 270 Data Visualization		BUS 250 (C- or higher)	3
BUS 370 Business Analytics and Decision Support		MIS 315 (C- or higher)	3
MIS 315 Database Management Systems		MIS 201 (C- or higher) or permission of department chair	3
BUS 470 Business Analytics Capstone		Grades of at least C- in BUS 250, FIN 295, LAW 250, MIS 201, MGT 295, MKT 295, STAT 201, the eight pre-major courses, and at least 70% of the Business	3

		Analytics major courses; acceptance into upper-division of School of Business; meeting upper-division Business School GPA requirements; and a minimum of 100 credits	
Business Analytics Electives (12 credits selected from the following)			
DATA 101 Fundamentals of Data Science		B or better in a first semester statistics course such as STAT 200	4
DATA 201 Classification Analytics		DATA 101 and STAT 201 or permission of department chair	4
DATA 202 Estimation and Clustering Analysis		DATA 101 and STAT 201 or permission of department chair	4
DATA 301 Data Science Using Python		DATA 101 and STAT 201 or permission of department chair	4
DATA 311 Information Visualization		DATA 101 and STAT 201 or permission of department chair	4
DATA 471 Big Data and Cloud Computing		DATA 301 and DATA 331 or permission of department chair	3
AC 335 Accounting Analytics and Professional Competencies	1, 3, 4	AC 300 (may be taken concurrently), STAT 201, MC 207 (all with C- or higher)	3
AC 340 Accounting Information Systems	1, 2, 3, 4	AC 300 and MIS 201 (both with C- or higher)	3
FIN 310 Principles of Investments	1, 3, 4	STAT 201 and FIN 295 (both with C- or higher)	3
FIN 440 Financial Modeling and Analytics	1, 3, 4	FIN 301 and admission to the upper-division business school	3
MGT 333 Operations and Management	1, 2, 3, 4	MGT 295 and STAT 201 (both with C- or higher)	3
MKT 373 Marketing Research	1, 2, 3, 4	MKT 295 and STAT 201 (both with C- or higher)	3
MKT 380 Market Data Analysis	3, 4	MKT 295 and STAT 201 (both with C- or higher)	3
MKT 482 Marketing Analytics	1, 3, 4	MKT 373	3
MIS 310 Contemporary Business Applications Development I	1, 3, 4	MIS 201 C- or higher or permission of department chair	3
MIS 463 Analytics Applications	1, 2, 3, 4	MIS 399 C- or higher and Jr or Sr standing or permission of department chair	3
Business Electives (6 credits)			
6 credits of 300- or 400-level courses from AC, BUS, ENT, FIN, LAW, MGT, MIS, or MKT.			6
General Education Courses (38 – 40 credits)			
WRT 105/105P Enhanced Intro to College Writing OR WRT 110 Introduction to College Writing		Per placement and enrollment policy.	3
MATH 123 Applied Business Mathematics OR MATH 125 Applied Calculus		MATH 101 (C- or higher) or MATH 102 (C- or higher) or MATH 103 (C- or higher) or placement exam.	3
STAT 200 Business Statistics I		MATH 101 (C- or higher) or MATH 102 (C- or higher) or MATH 103 (C- or higher) or placement exam.	3
ECON 200 Principles of Macroeconomics		-	3
ECON 201 Principles of Microeconomics		-	3
Other required General Education courses			23 – 25
Open Electives (*Indicate number of credits of open electives*)			17 - 19
Total Program Credits (must match number of credits reported on page 1)**:**			120

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.

o   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: Business Studies – See the transfer articulation summary at the end of this document.

☐ Other pre-program or transfer track, specify:

o   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

o   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	6 credits
CSU/COSC program credits remaining after transfer	54 credits
Excess credit hours for CT State transfer students who have completed an associate degree	1 credit

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

o   What is the primary purpose of the proposed degree? ☐ Career   ☐ Transfer   ☐ Both career and transfer

o   Does the proposed degree include the Framework30? ☐ Yes   ☐ No, please explain:

o   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)

o   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.):

Completion of this program ensures a student need only complete 30 credits to obtain an MBA. As this program grows we intend to propose accelerated pathway into the MBA.

Other Stackable Pathways

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

N/A

Program Evaluation

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

As mentioned above, the quality of the program is monitored through our assurance of learning processes. Coverage of the learning outcomes throughout the curriculum is ensured through the maintenance of a curriculum map that maps learning outcomes to the specific courses in which they are taught. In the capstone assessment course, students are provided with assignments aligned with one or more learning outcomes. The data on outcomes is reviewed by faculty who then make recommendation for improvement to the program. Improvements are implemented throughout the curriculum and monitored to determine if they are successful in improving student learning outcomes. Success of the program will be monitored through the enrollment and retention data, as well as feedback received on student exit surveys and employer surveys.

Assuring Equitable Outcomes

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

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

The Office of Institutional Research and Assessment tracks enrollments and completions by gender and race/ethnicity. We will use this data to benchmark and to ensure continuous improvement.

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

The GPA requirement for all business degree programs is now 2.0, consistent with the university requirement, which eliminates obstacles and achievement barriers to student success and provides equal opportunity to students from all backgrounds to access a business education. We offer in-person tutoring for courses that students generally find challenging and track the utilization of tutoring to ensure that it's offered at times that are convenient for students. The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing business programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.

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

We plan to use retention in the program benchmarked with overall retention to determine where interventions may be needed. Appropriate supports will be developed such as targeted in-person and virtual tutoring based on this need. We will track DFW rates to determine if tutoring and other support services are needed to address outcomes in specific courses.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

This program is designed to leverage a set of current courses from the existing course offerings within the programs in the School of Business and from other colleges, schools, and departments on campus. In the first year we anticipate the need for one new faculty line to teach multiple sections of Introduction to Business Analytics, and the Business Analytics Capstone. As the program grows into the second year, we may request an additional faculty line to keep up with increased demand and maintain the expansion of the program, based on the market analysis conducted by Hanover that shows very high demand and short supply of BS in Business Analytics degrees in the northeast. The new faculty member may also contribute to teaching a business analytics course in the MBA/MSA program.

Special Resources

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

Most of the resources are currently in place for the other programs in the School of Business. We should be able to absorb the expected enrollment in the initial stages without adding office space or equipment, however maintaining a high-quality Business Analytics program requires an annual investment in data analytics software and business databases. The new program will use the newly built Business Analytics and Research Lab, the recently completed Forensic Accounting collaboration room, and the soon to be completed Banking and Finance collaboration room, all of which are equipped with high-speed computers to run analytics with large datasets using data analytics software and databases.

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):

APPLICATION FOR NEW PROGRAM APPROVAL

The Director of Business Studies Programs will oversee this program: Yinfei Chen, ychen@ccsu.edu; 860-832-3264.

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

The Director of Business Studies is a tenure-track Associate Professor in the Finance Department at CCSU. He receives 3 load credit reassigned time to manage Interdisciplinary Studies, under which this program will fall. This program will add to the work he is already doing for interdisciplinary programs thus we anticipate the potential for additional load credit equivalent to one course release once this program grows beyond the first year.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? 10%

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*): 46 faculty across five departments

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*) 1 or fewer

What percentage of program credits will be taught by adjunct faculty? <5%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: We require all adjunct faculty to have at a minimum a master's degree in the subject matter area along with current professional credentials that will place the faculty member in a qualified status for our accreditation.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Keshab Acharya, Associate Professor	PhD, The University of Texas Rio Grande Valley	Management	
Gregory Berry, Professor	PhD, University of Alberta	Organizational Analysis	
Joseph Bonnici, Professor	PhD, University of Georgia	Marketing	
Jeung-Yoon Chang, Assistant Professor	PhD, Sungkyunkwan University	Business Administration	
Yinfei Chen, Assistant Professor	PhD, Washington State University	Finance	Director, Interdisciplinary Programs
Ying Chen, Assistant Professor	PhD, Texas Tech University	Finance	
Jason Chen, Associate Professor	PhD, University of Central Florida	Business Administration, Accounting Track with an emphasis in taxation	
Kuan-Pin Chiang, Associate Professor	PhD, University of Rhode Island	Marketing	
Mark Cistulli, Professor	PhD, University of Connecticut	Marketing Communication	
Sharon Cox, Associate Professor	PhD, University of Kentucky	Accounting	
Cheryl Crespi, Professor	JD, University of Connecticut	Tax Studies Certificate	
Joseph Farhat, Professor	PhD, University of New Orleans	Finance	
Michael Gendron, Professor	PhD, University at Albany, State Univ. of NY	Information Science	Dept. Chair
Drew Harris, Professor	PhD, New York University	Management	
Fan He, Associate Professor	PhD, University of Connecticut	Finance	

David Huang, Assistant Professor	PhD, University of New Orleans	Financial Economics	
Heidi Hughes, Associate Professor	PhD, University of Gloucestershire	Organizational Behaviour	
Ajeet Jain, Assistant Professor	PhD, Florida International University	Finance	
Youngseon Kim, Associate Professor	PhD, University of Texas at San Antonio, TX	Business Administration (Marketing)	
Marie Kulesza, Associate Professor	DBA, Walden University	Accounting	
Michelle Kusaila, Associate Professor	PhD, Walden University	Management with Accounting Concentration	
Ohjin Kwon, Associate Professor	PhD, University of Southern California	Marketing Analytics	
Chulho Lee, Professor	PhD, Saint Louis University	Business Administration	Dept. Chair
Lee Lee, Professor	PhD, State University of New York at Buffalo	Management-Organizational Behavior	
JooEng Lee-Partridge, Full Professor	PhD, University of Minnesota	Business Administration	
Marc Lewis, Associate Professor	DBA, Wilmington University	Business Administration	
Hyoun-Sook Lim, Associate Professor	PhD, University of Connecticut	Management	
Xiao Ling, Assistant Professor	PhD, McMaster University, Ontario	Business Administration	
Ran Liu, Assistant Professor	PhD, Old Dominion University	Marketing	
Mary McCarthy, Professor	DBA, Nova Southeastern University	Accounting	Dept. Chair
Weihong Ning, Assistant Professor	PhD, Texas Tech University	Business Administration	
Abdullah Oguz, Assistant Professor	PhD, University of North Carolina, Greensboro	Information Systems	
Elisabeta Pana, Professor	PhD, University of New Orleans	Financial Economics	
Nusser Raajpoot, Professor	PhD, University of Sydney, Australia	Marketing	
Decorti Rodgers-Tonge, Assistant Professor	DBA, Temple University	Business Administration	
Carlos Rodriguez, Associate Professor	PhD, Capella University	Business (Business General)	
Sinead Ruane, Associate Professor	PhD, UMass-Amherst, USA	Organization Studies	
Hamid Sakaki, Associate Professor	PhD, University of Texas Rio Grande Valley	Finance	Interim Dept. Chair
Kareem Shabana, Professor	PhD, University of Georgia, USA	Strategic Management	Assessment Coordinator
Nadeem Shahid, Associate Professor	DBA, University of Bridgeport	Technology Management	
Jason Snyder, Professor	PhD, University of Connecticut	Communication Processes and Marketing Communication	Dept. Chair
Sarah Stookey, Associate Professor	PhD, University of Massachusetts, Amherst	Organization Studies	
Radu Vlas, Associate Professor	PhD, Georgia State University	Computer Information Systems	
Andrew Weinberger, Associate Professor	DBA, Creighton University	Accounting	
Ruoqing Zhang, Assistant Professor	PhD, New Mexico State University	Business Administration	
To Be Hired	Terminal Degree	Business/Data Analytics	

CSCU Transfer Articulation Form: Business Studies Transfer Ticket
CCSU: Business Analytics, BS

Business Studies Transfer Ticket Course/Degree Requirement at CT State		Course/Degree Requirement at Receiving Institution	
Written Communication I	3	English 110 Freshman Composition	3
Written Communication II	3	Skill Area I -- Communication	3
Arts and Humanities	3-4	Study Area I – Arts and Humanities	3-4
ECON 1001: Principles of Macroeconomics	3	Study Area II -- ECON 200 Macroeconomics	3
MATH 1200: Statistics	3	Skill Area II – STAT 200 Business Statistics	3
Historical Knowledge	3	Study Area II – History	3
Scientific Reasoning	4	Study Area IV – Natural Sciences	4
Scientific Knowledge and Understanding	3-4	Study Area IV – Natural Sciences	3-4
Oral Communication	3	Skill Area IV – University Requirement	3
Continued Learning and Information Literacy	3	Study Area III – Behavioral Sciences	3
FrameWork 30 Credits	*31-33*	*FrameWork 30 Credits*	*31-33*
		Received as	
ECON 1002: Principles of Microeconomics	3	ECON 201 Principles of Microeconomics	3
ACCT 1130 - Principles of Financial Accounting	3	AC 211 Introduction to Financial Accounting	3
ACCT 1170 - Principles of Managerial Accounting	3	AC 212 Introduction to Managerial Accounting	3
MATH 1500 or 2600 or 2500	3-4	Skill Area II – MAT 123 or 125 or 152	3
BMKT 2010 - Principles of Marketing	3	MKT 295 Fundamentals of Marketing	3
BMGT 2020 - Principles of Management OR BMGT 2100 - Organizational Behavior	3	MGT 295 Fundamentals of Management and Organizational Behavior	3
BFIN 2100 - Principles of Finance	3	FIN 295 Managerial Finance	3
BUSN 2310: Business Law I OR BUSN 2340: Legal Environment of Business	3	LAW 250 The Legal and Ethical Environment of Business (General Education Study Area I)	3
BUSN 2100: Business Communications OR BMGT 2040: Managerial Communications	3	MC 207 Managerial Communication I (General Education Skill Area I)	3
Program Credits	*27-28*	*Program Credits*	*27*

Open Elective	3

Open Elective Credits*	***3***

*Varies based on what the student needs to obtain at least 60 credits

Open Elective	3

Open Elective Credits*	***3***

*Varies based on what the student needs to obtain at least 60 credits

Total Credits	**61**

General Education Courses Remaining

Study Area I	3
Study Area III	3

Program Credits Remaining

STAT 201 Business Statistics II (General Education Skill Area II)	3
BUS 250	3
MIS 201	3
Business Analytics Core (12 credits) BUS 270, 370, 470, MIS 315	12
Business Analytics Elective (12 credits) Selected from: DATA 101, 201, 202, 301, 311, 471, AC 335, 340, FIN 310, 440, MGT 333, MKT 373, 380, 482, MIS 310, 463	12
Business Electives (6 credits) Any 300- or 400-level course in AC, BUS, ENT, FIN, LAW, MGT, MIS, MKT	6
Open Electives	15

Credit Summary	
Program Credits Remaining	***54***
General Education Credits Remaining	***6***
BUS TT Credits	***61***
Total Credits Remaining	***121***

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: Central Connecticut State University   **Program:** Business Analytics, Bachelor of Science

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs	8	1																
New Students (first time matriculating)	16	6	3				16	6	3	1			16	6	5	2		
Continuing Students progressing to credential			21	6			21	5	33	9			32	9	43	13		
Headcount Enrollment	24	7	24	6			37	11	36	10			48	15	48	15		
Total Estimated FTE per Year[1]																		

PROJECTED Program Revenue*	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	$98,848	$12,356	$148,272	$12,356			$228,586	$22,652	$222,408	$20,594			$296,544	$30,890	$296,544	$30,890		
Tuition from Internal Transfer[2]	$49,424	$2,059																
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	$323,315						$494,240						$654,868					

PROJECTED Program Expenditures[3]**	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$6,600	$6,600	$6,600
Faculty (Full-time, total for program) [4]**	$138,386	$211,680	$280,476
Faculty (Part-time, total for program) [4]			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)***	$15,000	$15,000	$15,000
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year	$159,986	$233,280	$301,076

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.

*Revenue projected using $6,178 tuition and fees per FTE per semester.

**Expenditures estimated at $220.5 cost per SCH (based on the average cost of $210 per School of Business SCH in 2021), assuming a 50% efficiency factor since most classes are already offered.

***Annual investment in data analytics software and business databases.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Graduate Reading - Remedial Reading and Language Arts Specialist – Graduate Certificate
Southern Connecticut State University

June 29, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Graduate Reading - Remedial Reading and Language Arts Specialist – Graduate Certificate (CIP Code: 13.1315/ OHE# 18926), specifically a modification of instructional delivery from on ground to hybrid at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification to M.S. in Graduate Reading - Remedial Reading and Language Arts Specialist – Graduate Certificate at Southern Connecticut State University, specifically a modification of instructional delivery from on ground to hybrid.

BACKGROUND

As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

PROPOSED CHANGE

The revised program at Southern will include five courses fully online and three courses will continue to meet entirely on-ground.

RECOMMENDATION

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

06/2/2023 – BOR - Academic and Student Affairs Committee
06/29/2023 – Board of Regents

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

APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –
MODIFICATION OF ACCREDITED PROGRAM

</div>

MODIFICATION OF INSTRUCTIONAL DELIVERY
Institution: Southern Connecticut State University | Date of Submission to CSCU Office of the Provost: 4.12.23
NOTE: Use this form if modifying only the program delivery method.
Program Characteristics Name of Program: **Graduate Reading - Remedial Reading and Language Arts Specialist (GC)** OHE #: 18926 Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Graduate Certificate** Total # Credits in Program: **24** CIP Code Number: **13.1315**   Title of CIP Code: **Reading Teacher Education** Department where program is housed: **Curriculum and Learning** Location Offering the Program *(e.g., main campus)*: Main Campus
Current Modality of Program *(check all that apply)*: **X** On ground   ☐ Online   ☐ Hybrid, % of fully online courses
Proposed Modality of Program *(check all that apply)*: ☐On ground   ☐ Online   **X** Hybrid, % of fully online courses **63%** Five courses (RDG 520, RDG 565, RDG 566, RDG 570, RDG 585) will be fully online. Three courses (RDG 567, RDG 568/practicum, RDG 659/practicum) will continue to meet entirely on the ground.
Explanation / Justification As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge. The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.
Fiscal Impact This modification is not estimated to add to the program's pro forma budget.
Institutional Contact for this Proposal: | Provost, Vice President for | Tel.: 203-392-5355 Robert Prezant | Academic Affairs | e-mail: PrezantR1@southernct.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Modification of a Program

Masters in Arts in Teaching-Secondary Education
Western Connecticut State University

June 29, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Masters in Arts in Teaching-Secondary Education (CIP Code: 13.1205 / OHE# 18716), specifically a modification of instructional delivery from on ground to online, at Western Connecticut State University.

A True Copy:

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

ITEM

Modification to Masters in Arts in Teaching - Secondary Education at Western Connecticut State University, specifically a modification of instructional delivery from on ground to online.

JUSTIFICATION

The modification to the Masters in Arts in Teaching (MAT) in Secondary Education Program at Western Connecticut State University is designed to recruit from a larger pool of applicants, especially underserved communities where transportation to campus is difficult, thereby increasing enrollment of high quality diverse candidates.

PROPOSED CHANGE

The proposed 100 % online platform for the MAT program will provide the most accessible instructional modality to accommodate the working graduate student and serves an effort to support retention.

RECOMMENDATION

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

06/2/2023 – BOR - Academic and Student Affairs Committee
06/29/2023 – Board of Regents

APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: **April 5, 2023**
NOTE: Use this form if modifying only the program delivery method.	
Program Characteristics Name of Program: Master's in Arts in Teaching-Secondary Education OHE #: 18716 Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **MAT** Total # Credits in Program: 45 CIP Code Number: 13.1205 Title of CIP Code: Secondary Education and Teaching Department where program is housed: Education & Educational Psychology Location Offering the Program *(e.g., main campus)*: Main campus	
Current Modality of Program *(check all that apply)*: **X On ground** ☐ Online ☐ Hybrid, % of fully online courses	
Proposed Modality of Program *(check all that apply)*: ☐On ground **x Online** ☐ Hybrid, % of fully online courses	
Explanation / Justification *Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.* To recruit from a larger pool of applicants, especially underserved communities where transportation to campus is difficult and thereby increasing enrollment of high quality diverse candidates. The MAT online program platform will provide the most accessible instructional modality to accommodate the working graduate student and serves an effort to support retention.	
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years. **None. This program is already running**.	
Institutional Contact for this Proposal: Katherine Roe	Title: Chair	Tel.: 203.837.3263 e-mail: roek@wcsu.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees

June 29, 2023

RESOLVED: That the Board of Regents for Higher Education approves the licensure and accreditation of the following degree and certificate for Connecticut State Community College, developed from a degree and/or certificate ***previously approved by the Board for one or more of the 12 individually accredited colleges***. These programs meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All programs also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below.

Program	Program Type	Minimum # of Credits
1. Health Science	A.S.	60
2. Photography	Certificate	18

A True Copy:

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

ITEM

The degree to be approved meets the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. The degree also meets the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted in the resolution.

BACKGROUND & ALIGNMENT PROCESS

In April 2017, the Board of Regents approved the Students First plan to help address the system's fiscal challenges while maintaining high quality education, improving student outcomes, and reducing equity gaps in attainment. The plan included a consolidation of administrative functions as well as an organizational merger of the community colleges. In June 2018, the Board of Regents approved the Revised Students First plan to merge the 12 individually accredited community colleges into a single institution, including "aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum". In May 2020, the Board officially named this merged institution Connecticut State Community College and appointed interim leadership for the college. In March 2022, NECHE accepted the substantive change request for CT State Community College and, in June 2022, a permanent college president was hired.

Alignment of the community college programs and certificates involved synthesizing the preexisting 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. Similarly, all 4000+ courses previously approved by the individually accredited institutions needed to be aligned to have common course names, numbers, descriptions, learning outcomes, pre-requisites/co-requisites, contact hours, and credit hours. From Fall 2018 through May 2022, this work was facilitated by a CT State Community College curriculum alignment team, consisting of the interim Associate Vice President of the Academic Programs and Curriculum, the interim Associate Vice President of Higher Education Transitions, the interim Director of Regional and Specialized Accreditation, the interim Director of the College Catalog, and four community college faculty serving as alignment managers.

During this period, over 300 faculty engaged in the work of aligning curriculum for CT State. The aligned programs and courses were reviewed and approved through a lengthy transitional governance process involving multiple committees. As outlined in the revised Students First plan, the alignment of degree programs and certificates followed an endorsement process similar to that developed for the Transfer and Articulation Policy (TAP) transfer pathways. This process included a transitional curriculum committee, the Aligned Program Review Committee (APRC), reporting to the Student First Academic and Student Affairs Consolidation Committee (SF ASA CC). Similar to the TAP Framework Implementation Review Committee, the APRC was designed with representation from each community college, but also included representatives from the Registrar's, Advising, Financial Aid, and Academic Deans' Councils. The endorsement process kept college communities apprised of the aligned curriculum being recommended for CT State and provided college communities the opportunity to submit feedback that might strengthen a program before it was submitted to the Board for approval. The full approval process can be found in prior staff reports submitted to the BOR (e.g., https://www.ct.edu/images/uploads/BOR-Agenda-06-23-2022.pdf?40744). By June 2022, when the transitional governance committees were sunset, faculty had aligned the existing curriculum into 186 associate degrees, 114 credit certificates, and just under 1800 courses.

Since that time, faculty have continued to review and revise their curriculum, programs that missed prior alignment deadlines have been identified, and CT State has implemented a more permanent governance

structure. Any programs that were not aligned prior to May 2022 have moved forward through this new structure.

RATIONALE
The 12 individually accredited community colleges currently offer programs and certificates with similar names, but outcomes and courses that may be quite disparate. Similarly, courses have common numbers yet different names, descriptions, pre-requisites, and learning outcomes. In order to serve our students statewide more seamlessly, these programs, certificates, and courses must be aligned to create a single set of offerings for CT State Community College.

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

06/02/2023 – BOR -Academic and Student Affairs Committee
06/29/2023 – Board of Regents

Program Name: Health Science

Degree Type: Associate Degree

Program Description:
The Health Science A.S. degree is designed to provide students a solid foundation in the principles of healthcare delivery and prepare them to pursue entry-level professional training. The Health Science A.S. will prepare students for admission to a broad range of health and human services, advanced degrees or professional programs. In addition, the Health Science A.S. program will provide knowledge and skills for non-clinical employment opportunities in healthcare settings. This program will provide an opportunity for health professionals who are already working in healthcare settings, to learn valuable healthcare knowledge, while completing an associate's degree. Importantly, The Health Science program will provide an associate degree pathway for transfer into Health Science baccalaureate programs.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates will be able to:

1. Demonstrate a strong foundation in behavioral, natural, social, and health sciences appropriate to entry-level positions in the healthcare sector and/or admission to post graduate programs,
2. Demonstrate clear and effective communication skills to provide information to clients in the healthcare environment,
3. Demonstrate general knowledge of medical perspectives, health professions, and healthcare systems,
4. Apply legal concepts and ethical considerations within the framework of the healthcare industry,
5. Identify and demonstrate skills and knowledge necessary for the health care worker.

Program Descriptors:

The Health Science A.S. degree is designed to provide students a solid foundation in the principles of healthcare delivery and prepare them to pursue entry-level professional training.

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 1010	English Composition	**3**
2	MATH 1010	Intermediate Algebra	**3**
3		**Arts or Humanities** – Course vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART**,** COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	**3**
4	BIO 2112	Anatomy and Physiology II (or Gen Ed elective)	**4 (3)**
5	SOC 1001	Principles of Sociology	**3**
6	ENG 1020	Literature and Composition	**3**
7	CCS 1001	College and Career Success	**3**
		General Education Core Credits	**21-25**

Program Requirements (36-39 credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
BIO 1005 or BIO 1210	Introduction to Biology or General Biology I	4	BIO 1005 pre-reqs: Eligibility for ENG 1010 and MATH 1010 BIO 1210 pre-reqs: Eligibility for ENG 1010 and MATH 1010. In addition, completion of High School CHEM 1110 or higher is recommended.
MDAS 1025	Medical Terminology	3	
CHEM 1110 or CHEM 1210	Concepts of Chemistry or General Chemistry I	4	CHEM 1110 pre-reqs: eligibility for ENG 1010 and MATH TBD CHEM 1210 pre-reqs: MATH 1600 or higher with grade of C or higher or placement higher than MATH 1600 and eligibility for ENG 1010
HLTH 1070	Medical Law and Ethics	3	
PSY 1011	General Psycology I	3	Elegibility for ENG 1010
HSC 1001	Introduction to Patient Care Management	3	
HIMT 2110	Health Information Management Principles	3	ENG 0930
BIO 2111	Anatomy and Physiology I	4	BIO 1005 and CHEM 1110, or BIO 1210, or BIO 1111 AND ENG

			1010 all with a "C" or higher
HSER 1034	Introduction to the Mental Health System	**3**	
PSY 2001	Lifespan Development	**3**	PSY 1011 with a grade of C- or higher or permission of instructor or department
SOC 2013	Health and Aging	**3**	SOC 1001
HSC 2090	Health Science Capstone	**3**	HSC 1001, MDAS 1025, HLTH1070, HIMT 2110, HSER 1034
		36-39	
	Program Requirement Credits		
	General Education Core Credits		
	Program Total Credits	**60-61**	

Credit Certificate Program Name: Photography Certificate

Certificate Description:
The Photography Certificate program provides new and returning students with the knowledge and skills to compete for entry-level positions in the diverse field of photography and/or the opportunity to add or combine photography skills to related expertise in graphic design, journalism, communication or public relations. Courses in the Photography Certificate program help students build a working portfolio and can also be applied toward completing the Photography Option Visual Fine Art Associate Degree.

Certificate Learning Outcomes:

1. Demonstrate an understanding of terminology, concepts, techniques and equipment relating to a broad range of photographic processes and procedures.
2. Make informed and meaningful compositional/aesthetic decisions, with an emphasis on critical thinking, problem solving, creativity, project parameters and deadlines.
3. Be able to use industry standard hardware and software to produce work suitable for a variety of entry-level positions in a very competitive field.

Certificate Descriptors: What else is important to know about this certificate? Is it eligible for Workforce Innovation and Opportunity Act (WIOA) or other specialized funding that affects program length or structure? Does it prepare students for a specialized exam or industry certification? Are there pre-requisite courses or professional experiences? Please include this type of information here.

Certificate Program Requirements (# credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ART 1450 ART* 250	Digital Photography I	**3**	none
ART 1460 ART* 281	Digital Photography II	**3**	ART 1450 ART* 250
	Choose 1 of the following courses:	**3**	
	ART 1410 ART* 141 Darkroom Photography I		none
	ART 1810 ART* 176 Digital Video Art I		none
	ART 2430 ART* 243 Studio Photography I		ART 1410 ART* 141 And ART 1450 ART* 250
	ART 2470 ART* 257 Commercial Photography		ART 2430 ART* 243
	Choose 3 of the following courses:	**9**	
	ART 1410 ART* 141 Darkroom Photography I		none
	ART 1420 ART* 142 Darkroom Photography II		ART 1410 ART* 141
	ART 1810 ART* 176 Digital Video Art I		none
	ART 2430 ART* 243 Studio Photography I		ART 1410 ART* 141
	ART 2470 ART* 257 Commercial Photography		ART 1410 ART* 141 and ART 2430 ART* 243
	ART 2900 ART* 290 Portfolio Preparation I (was designed to be cross-listed with another course like Digital Photography II or Darkroom Photography III if a department wanted to)		Permission of the instructor.
	ART 1110 ART 111 Drawing 1		none

	ART 1250 ART109 Color Theory		none
	ART 2810 ART 220 Digital Painting and Drawing		none
	ART 2095 ART* 293 Art Internship		Permission of the instructor.
	ART 1220 ART 121 2-Dimensional Design		none
	DGA 1101 Intro to. Computer Graphics		none

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Resource needs have been discussed with Library Services and Information Technology Operations.
(*Complete if applicable*.)

Name and Title	Signature of Originator	Date

☐ No Library Services needed
☐ No Technology Services needed

CSCU Board of Regents

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

Concerning

Revision of CT State Policy – Associate Degrees

June 29, 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 (BOT) 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, BOT Policy 3.3.5 – Associate Degrees – Multiple (last amended in October 1987) was written to provide guidance for managing students earning multiple degrees from more than one Connecticut community college; therefore, updates to language appropriate for the merged college environment are required; and

WHEREAS, it has been determined that BOR Policy 1.13 which describes the CSCU Associate Degrees is the appropriate location to house such a policy; now let it be

RESOLVED, that the Board of Regents for Higher Education approves the rescission of the BOT policies 3.3.5; and be it further

RESOLVED, that the Board of Regents for Higher Education approves the revision of BOR Policy 1.13 as attached; 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.

06/09/2023 – BOR Academic & Student Affairs Committee
06/29/2023 – Board of Regents

A True Copy:

_____

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

1.13	Policy Statement on Associate Degrees	15-025 23-___	2015-03-26 Revised 2023-06-29

CSCU Policy Statement on Associate Degrees

CSCU associate degrees comprise two types:

1. **A.A.S. Degrees:** Degrees that provide skills and knowledge, often in the form of a credential or qualification, that allow for direct entry into the work force; these degrees may serve as transfer degrees with or without a guarantee that additional credits will not be needed at the baccalaureate level within the CSCU system
2. **A.A. and A.S. Degrees:** These degrees are of two types:
   a. **CSCU Transfer Degrees:** Degrees that comprise 60-61 credits for transfer equally to all Connecticut State Universities that offer the degree program, and to Charter Oak State College if it offers the degree program, with no loss of credit and full junior year status; these degrees will each be designated as **CSCU Pathway Transfer A. A. and A.S. Degree: [Discipline Name] Studies**
   b. Degrees without a guarantee that additional credits will not be needed to transfer within the CSCU system; such degrees may include transfer agreements with colleges outside the CSCU system; some A.S. degrees may be career degrees

All degrees granted by the BOR to students will clearly identify the purpose or purposes they serve. In most cases, A.A. and A.S. degrees designed for transfer to CSCU institutions will follow Transfer and Articulation Policy (TAP) guidelines and processes to become **CSCU Pathway Transfer A. A. and A.S. Degree: [Discipline Name] Studies** within the CSCU system. A.A.S. Degrees, whose only purpose is to provide qualifications for direct entry into the work force, will not be required to follow TAP guidelines and processes. A.S. degrees that are designed for direct entry into the work force may receive partial or complete exemption from TAP guidelines and processes. In all cases, when an A.A. or A.S. degree is not TAP compliant, the extent to which such degrees provide for transfer should be clearly identified. A.A. and A.S. degrees subject to outside accreditation may receive partial to complete exemption from TAP compliance in order to remain accredited. Degrees that are part of a larger consortium of articulations that include institutions outside the CSCU system may also receive partial or complete exemption.

Process for Creation of New Associate Transfer Degrees

All new **A.A. and A.S. degrees** should be screened by chief academic officers, division directors and campus Framework and Implementation Review Committee representatives for transfer possibilities within the CSCU system. Faculty creating associate transfer degrees should consult with the TAP Co-Managers. Only in exceptional cases – when, for instance, programs are not available at all campuses – should new transfer articulation agreements be made between one or several community colleges and fewer than all four-year CSCU campuses and Charter Oak. Even when such agreements are pursued, they should engage the process for creating transfer degrees outlined in the TAP Implementation Plan included as an appendix to this policy.

1. When a degree discipline has already been through the TAP process and completed an A.A. or A.S. pathway degree, then the TAP Pathway Degree will serve as the transfer degree for all community colleges. If a new A.A. or A.S. degree within the discipline targets a specific program or programs at the CSCU four-year schools that the existing TAP Pathway Degree will not serve, then a discipline-based work group will be convened to create a new CSCU TAP Pathway Degree. Campuses may propose changes to the TAP Pathway Degree in any discipline, but that change must go through the TAP process and be made for all CSCU institutions that can offer the program or degree.
2. When an A.A. or A.S. degree is proposed in a discipline that has not been part of the TAP process, the proposal should be submitted to the TAP Co-Managers who will help to make the decision about whether a work group should be formed to create a system-wide pathway degree.

3. If an A.A. or A.S. degree seeks to provide for transfer to one or more schools outside of the CSCU system, and its discipline has not already gone through the TAP process and completed a pathway degree, it should be vetted for possible TAP compliance and, to the extent possible, fulfill TAP guidelines. Such degrees must clearly specify the institutions they transfer to and should provide for seamless transfer to those institutions. Unless there is a compelling reason for exception, if the degree discipline has been through the TAP process and completed a pathway degree, then the proposed degree should follow 1 above. Every effort should be made for articulation agreements to match to CSCU TAP transfer degrees.

Maintenance of TAP Associate CSCU Pathway Transfer Degrees

Each pathway degree will be overseen by a work group of faculty from the discipline, one from each of the 17 colleges and universities; the group will meet as needed, but not less often than annually, to review the pathway and any necessary amendments to it. Any proposed changes to the TAP Pathway Degree must be vetted through this work group and, when appropriate, relevant governance processes at each campus.

If changes are made in any TAP degree program at the four-year institutions that offer the program, that change must be clearly communicated to the TAP Co-Managers who will then ensure that such changes are reflected in catalogues at all relevant CSCU institutions. If such changes affect the transferability of credits within the existing TAP Pathway Degree, then the appropriate work group must meet to make any changes necessary to maintain the full transferability of the pathway degree. A student will follow the degree requirements and policies in place at the community college and receiving four-year school at the time that he or she declares as a pathway degree student.

Existing A.A. and A.S. Degrees for Transfer within the CSCU System

Existing transfer agreements between community colleges and state universities or Charter Oak will continue unless the discipline of the degree becomes part of the TAP. In such cases, the existing agreement will be replaced by the pathway created by TAP.

Existing A.A. and A.S. Degrees for Transfer outside the CSCU System

Such agreements will continue and should clearly list the receiving schools and the extent to which the degree will transfer and count toward graduation. If degrees provide for transfer outside the CSCU system and no formal articulation agreements are in place for such transfer, then the pathway degree will take precedent with the assumption that the pathway degree will transfer no less effectively. The pathway degree should, in most cases, provide the frame for articulation agreements with institutions outside the CSCU system.

Existing Other A.A. and A.S. Degrees

Existing A.A. and A.S. degrees that provide for neither direct entry into a career or for seamless transfer to a four-year should continue but should clearly indicate their purpose. They should be screened for possible compliance with TAP guidelines.

Earning a Second Associates Degree

A student may earn a second Associate Degree under the following circumstances:

• All program requirements are met for both degrees
• The residency requirement of one-quarter (25%) of the complete degree is met for any degree earned at Connecticut State Community College.
• The second degree includes a minimum of 15 credits which are different from the first degree
• If both degrees are to be earned at Connecticut State Community College, the student has earned a minimum of 75 credits and has met the residency requirement within each degree.

Completion of the requirements of an additional program option under the same parent degree does not constitute a different degree.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Academic Standing Policy

June 29, 2023

<u>WHEREAS</u>, 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

<u>WHEREAS</u>, 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

<u>WHEREAS</u>, a comprehensive review of all community college policies appearing in the Board of Trustees of Community-Technical Colleges Policy Manual is underway, 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

<u>WHEREAS</u>, it has been determined by the above review group that Community Colleges Policy 3.8, Satisfactory Progress is complicated and leads to student confusion; and

<u>WHEREAS</u>, the CT State Senate has approved the attached new policy; therefore, be it

<u>RESOLVED</u>, that the Connecticut Board of Regents for Higher Education rescind BOT Community College policy 3.8; and be it further

<u>RESOLVED</u>, that the Board of Regents adopt the attached new policy effective with the fall 2023 semester which ensures that academic standing and satisfactory academic progress are distinct, deficit language is removed, and structured supports are provided to students; and be it further

<u>RESOLVED</u> that the Board of Regents charges CT State administration with the communication of the new policy to all CT State Community College staff.

A True Copy:

_____

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

STAFF REPORT

Modification of Satisfactory Progress Policy/Creation of New BOR Policy

Purpose:

This effort is intended to eliminate the Community College Board of Trustees policy manual. The content of this policy is a modification and will become a new Board of Regents Policy.
CT State Senate recently approved a 3-year review cycle for all policies.

Rationale:
Our current academic standing policy (BOT 3.8, Satisfactory Progress) is complicated and leads to confusion for students, faculty, and advisors. In addition to being difficult to comprehend, it does not align with the college policy on graduation which includes a 2.0 cumulative grade point average (GPA) and completion of all required courses. Unlike our current academic standing policy, graduation requirements do not include progress or pace as a criterion for graduation.
Additionally, the current academic standing policy uses deficit-based language (probation) which is more akin to the criminal justice system than an institution of higher education. With the implementation of the Holistic Case Management Advising policy and resultant Guided Pathways Advising program, advisors can monitor student academic performance, proactively intervene, and establish tiered supports based on a student's academic standing.

The policy revision accomplishes three main priorities.
- Removes academic progress as part of financial aid as an element of academic standing calculation and relies solely on student cumulative grade point average. This policy is separate and distinct from BOR Policy 1.1 Satisfactory Academic Progress for Financial Aid Recipients. Combining the two policies has proven historically confusing for students and advisors.
- Removes deficit-based language (probation) and replaces it with asset-based language.
- Enables the development of a tiered and individualized support model where Guided Pathways advisors, faculty advisors, and other support staff collaborate with students to develop the best plan for success.

3.8 Satisfactory Progress - Current Policy

To read old policy, please click here: Old Policy

New Policy Statement: CT State Community College Academic Standing

The Connecticut State Community College Academic Standing Policy is explicit to a student's academic performance and does not address Financial Aid standing. Financial aid students must meet the standards provided under the Satisfactory Academic Progress (SAP) policy, which is separate from this Academic Standing Policy. Academic Standing is designed to help ensure students who fall below a 2.0 cumulative grade point average (GPA) are provided with structured levels of support and advising to guide students towards academic success.

No course may be repeated for credit more than twice without approval. The highest grade received will be used in calculating the student's cumulative grade point average. This does not apply to those courses that are designed to be repeated for additional credit. Programs with professional and regulatory standards may have different requirements for repeating courses in which case, those standards shall be applied.

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

CSCU Board of Regents

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

Concerning

Revision of CT State Policy – Grading, Notations, and Academic Engagement

June 29, 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 (BOT) 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, BOT Policy 3.5.1 – Granting an "Incomplete" has been determined to be out of date and BOT Policy 3.5.2 – Administrative Transcript Notations – Letters Other Than A-F has been replaced by BOR Policy 1.19

WHEREAS, it has been determined that BOR Policy 1.19 requires revision to reflect current CT State Community College policy and clarification of process; now let it be

RESOLVED, that the Board of Regents for Higher Education approves the rescission of the BOT policies 3.5.1 and 3.5.2; and be it further

RESOLVED, that the Board of Regents for Higher Education approves the revision of BOR Policy 1.19 as attached; 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.

06/09/2023 – BOR Academic & Student Affairs Committee
06/29/2023 – Board of Regents

A True Copy:

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

Policy on Grading, Notations, and Academic Engagement

The ~~CSCU Provost and Senior Vice President for Academic and Student Affairs~~ CT State Provost, or designee, shall be the presiding authority over the application of this policy to all community colleges. It shall be included in all college catalogs, student handbooks, and college websites, and shall be made available upon request.

Grading

Affirmed for Fall 2020, all CSCU community colleges will use the following grading system defined below.

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The calculation of the Grade Point Average (GPA) shall be two decimal places, truncated.

The letter grades shown above, with an additional designation of "#," shall also be used for grades awarded to students in developmental courses.

I – Incomplete

Used as a temporary grade assigned by a faculty member when coursework is missing and the student agrees to complete the requirements.

~~Although a student may request an Incomplete, the faculty member is not required to honor the request. Faculty members should assign an Incomplete when there are extenuating circumstances, such as illness, that prevent a student from completing the assigned work on time. Further consideration should be given to determine if the student has attended for at least 60% of the duration of the course and completed the majority of the course requirements, and, in the judgment of the faculty member, the student can complete the remaining work no later than the tenth week of the next standard semester.~~

A student may request an Incomplete from the faculty member; that faculty member is not required to agree to the request. Faculty members should assign an Incomplete when there are extenuating circumstances, such as illness, that prevent a student from completing the assigned work on time. Further consideration should be given to determine if the student has participated in and completed at least 61% of the course, and, in the judgment of the faculty member, the student can complete the remaining work no later than the tenth week of the next standard semester.

Any faculty member that assigns an Incomplete shall document such an activity, and inform the student, the Academic Dean, the Registrar, and other appropriate parties, as needed, using a common form. Supporting documentation, agreed upon by both the faculty and student, must include:

- A brief description of the requirements to be completed;
- The date by which the coursework must be submitted to the faculty member;
- A statement that the Incomplete will change to a specific letter grade if the work is not completed by the tenth week of the next standard semester.

~~If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the Registrar no later than the 10th week of the following semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the Registrar shall convert the Incomplete to the letter grade specified, and that letter grade shall be entered on the student's transcript.~~

If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the Campus Supervisor of Enrollment Supervisor or their designee shall convert the Incomplete on the student's transcript to the letter grade specified on the original paperwork. Specially accredited programs may have specific progression criteria where a student cannot progress in their program with an incomplete on their transcript.

Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided the student has earned the required GPA.

Administrative Transcript Notations
All colleges will use the following system of administrative transcript notations for student records, when required. Any other letters, whether called administrative notations, transcript notations, non-academic grades, or otherwise, currently in use shall be eliminated.

AU – Audit
~~Used for students not wishing credit for a course taken. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor's coursework. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.~~

Used for students not wishing to be awarded college credit for a course taken. This status allows students to participate in class activities without being required to meet the examination or assessment requirements of the course. Students may ask to have coursework critiqued, but audited courses do not earn a grade and faculty members are not required to grade an auditor's coursework. Full tuition and fees are charged for courses audited. Students must be informed that State and Federal regulations prohibit the College from awarding aid for audited courses. A student who wishes to change from credit to audit status must request this within the first 20% of a term in which the course is offered, using such forms and procedures as the college may prescribe. Audit deadlines for terms will be published in term calendars. Students auditing a course may not change to credit status. Students may only audit the same course two times, and any additional requests to audit must be approved by the campus Dean of Faculty or campus dean responsible for faculty affairs.

M – Maintaining Progress
Used only for developmental courses to indicate that the student is maintaining progress, but not at the usual rate. It may be given to a student for a course only twice.

P – Pass
Used for successful completion of courses taken on a pass/fail basis. Students failing will receive a letter grade of "F."

TR – Transfer
Used in lieu of grades for courses accepted for credit from other institutions of higher education.

W – Withdrawal
Used to indicate that a student has withdrawn from a course.

Academic Engagement
While none of the community colleges are considered attendance-taking institutions, they are required to verify the academic engagement of each student in each registered course by demonstrating "academic attendance" or an "academically-related activity" for Title IV purposes. This must be completed prior to the predetermined census date of each traditional semester, as well as during periods of enrollment shorter than the traditional 15-week semester (i.e., summer terms). The purpose of this practice is to identify students who have enrolled in coursework but have not demonstrated an academically related activity as a means to accurately report official college enrollment and meet the regulatory standard of compliance.

Required Activity Prior to Census
All students are required to demonstrate academic engagement (defined below) in each of their registered courses no later than the predetermined census date of each period of enrollment. Students who make this demonstration in at least one of their registered courses shall be considered to have begun the period of enrollment. Students who do not make this demonstration in any registered courses shall be considered to have not begun the period of enrollment.

Students Who Begin a Period of Enrollment
Students who begin a period of enrollment shall be counted in official census data, reflective of their actual enrollment status. Students who then cease engagement in their coursework, without officially withdrawing from the college prior to the end of the withdrawal period, shall be assigned a letter grade of "F" with a corresponding last date of academic engagement for each affected course. These students shall be considered an unofficial withdrawal from the college, and be subject to Return of Title IV regulations, if applicable. The latest date reported by faculty shall be the date of determination for unofficial withdrawal from the college.

Students Who Do Not Begin a Period of Enrollment
Students who are determined to have not academically engaged in a period of enrollment leading up to census shall be assigned a registration status of "Never Participated (NP)" for each affected course. Students assigned an NP for all courses shall be removed from the period of enrollment and shall be counted as "never attended" for enrollment reporting purposes. Courses with an NP designation are not counted toward a college's official census, and affected students are not eligible to receive financial aid for courses assigned this status.

NP – Never Participated
A registration status used for students who have enrolled in coursework but have failed to engage in an academically related activity by the predetermined census date. Students who receive an NP designation are no longer permitted to attend a course section after an NP has been reported. Additionally, they are not eligible to receive a final grade, and not eligible to access the learning management system for the affected course section.

Academic Engagement
In accordance with federal regulatory definition, academic engagement (otherwise known as "academic attendance" and "attendance at an academically-related activity") includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

This does not include activities where a student may be present, but not academically engaged, such as:

- Logging into an online class without active participation; or
- Participating in academic counseling or advising.

The institution must make a determination of "academic attendance" or an "academically related activity;" a student's certification of attendance that is not supported by institutional documentation is not acceptable.

06/09/2023 – BOR Academic and Student Affairs Committee
06/29/2023 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

Dr. David Pettigrew

June 29, 2023

WHEREAS, The President of Southern Connecticut State University, Dr. Joseph Bertolino, has recommended that Dr. David Pettigrew, Professor of Philosophy be appointed as Connecticut State University Professor and Connecticut State Colleges and Universities President Terrence Cheng concurred; and

WHEREAS, Dr. Pettigrew, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1987 as a member of the Department of Philosophy, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Pettigrew has earned international recognition for his research and human rights activities related to the genocide in Bosnia and Herzegovina, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. David Pettigrew of Southern Connecticut State University effective June 29, 2023, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

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

A True Copy:

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

ITEM
Award of the title Connecticut State University (CSU) Professor to Dr. David Pettigrew of Southern Connecticut State University

BACKGROUND
In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

> The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

> CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

> Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION
President Joe Bertolino requests that the Board of Regents award the title CSU Professor to Dr. David Pettigrew of the Department of Philosophy. System President Terrence Cheng concurs with this recommendation. President Bertolino's letter of recommendation and Dr. Pettigrew's CV are attached.

06/9/2023 – BOR Academic & Student Affairs Committee
06/29/2023 – Board of Regents

Curriculum Vitae

Name. David Pettigrew, Ph.D. (SUNY Stony Brook, 1991)
Professional Appointment. Professor of Philosophy, Southern Connecticut State University

Selected Appointments and Distinctions.

Inducted as Honorary Member of the Bosnian-Herzegovinian American Academy of Arts and Sciences, June 26, 2022.

Recognition as "Friend of Bosnia 2020" ("Povelja PRIJATELJ BOSNE za 2020 godine") by the Bosnian-Turkish Friendship Society "BOSFOR" (Bosansko-Tursko Prijateljstvo "Bosfor").

University Digital Evaluation Facilitator 2020-2022.

Consultant for *Untold Killings*, 2021 podcast about the Srebrenica Genocide, a co-production of Message Heard and Remembering Srebrenica UK. Hosted by Aleksandra Bilic. I was also featured in the special episode on the occasion of the July 11, 2021-commemoration of the Srebrenica Genocide: https://untoldkilling.podbean.com/.

Chairperson, Faculty Senate/Academic Affairs Curricular Task Force on Social Justice and Human Diversity 2018-19.

Appointed Member, 2019, of The Connecticut Department of Education Holocaust and Genocide Education Advisory Committee to assist schools with Implementing the Connecticut Holocaust and Genocide Education and Awareness Act (Public Act 18-24 of 2018).

Consultant, November 26, 2016-February 9, 2017, for the completion of the first comprehensive educational exhibition addressing the Srebrenica genocide, which opened at the Srebrenica-Potočari Memorial Center on February 9, 2017.

Finalist: French-American Foundation Translation Prize, 2016, for my co-translation of Dominique Janicaud's *Heidegger in France* (Indiana University Press, 2015).

Recipient: Robert Jirsa Service Award Spring 2016.

Inducted as Member of KRUG 99, November 29, 2015, an independent association of intellectuals founded during the siege of Sarajevo, 1992-1995.

Appointed Vice President of Council for the Connecticut Academy of Arts and Sciences, September, 2013.

Appointed as Board Member of the Bosnian American Genocide Institute and Education Center, Chicago, IL, in 2013.

Appointed Member of the Steering Committee of the Yale University Genocide Studies Program, March 2012.

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CHOICE Award 2011: My co-translation of J-D Nasio's *Oedipus: The Most Crucial Concept in Psychoanalyis* (SUNY Press 2011) was named a "CHOICE Outstanding Academic Title of 2011".

Appointed as Member of the International Team of Experts of the Institute for Research of Genocide Canada, November 2010,.

Named Co-Editor of Book Series in 2006: "Contemporary French Thought," The State University of New York Press.
http://www.sunypress.edu/Searchadv.aspx?IsSubmit=true&CategoryID=6901

Inducted as one of the inaugural members of the "Million Dollar Club," at Southern CT State University, a distinction bestowed on faculty who have raised over one million dollars for the university, 2004.

Recipient of Hemingway Award, 2000, for the co-translation of J-D. Nasio's *Five Lessons on the Psychoanalytic Theory of Jacques Lacan* (Albany: SUNY Press, 1998).

Recipient of the SCSU Faculty Scholar Award in 2000, for the co-translation of J-D. Nasio's *Five Lessons on the Psychoanalytic Theory of Jacques Lacan* (Albany: SUNY Press, 1998).

Appointed Distinguished Professor in Residence at the Connecticut Academy for Education in Mathematics, Science & Technology, Fall 1996.

I. Research

Edited Books. (Peer reviewed)
Edited and wrote an Introduction, with François Raffoul, for *French Interpretations of Heidegger: An Exceptional Reception* (Albany: SUNY Press, 2008).

Edited and wrote an Introduction, with François Raffoul, for *Heidegger and Practical Philosophy* (Albany: SUNY Press, 2002).

Edited and wrote an Introduction, with François Raffoul, for *Disseminating Lacan* (Albany: SUNY Press, 1996).

Book Translations. (Peer reviewed)
Translated Juan-David Nasio's *Psychoanalysis and Repetition: Why Do We Keep Making the Same Mistakes* (Albany: SUNY Press, 2019).

Co-translated, and wrote an introduction, with François Raffoul, for Dominique Janicaud's *Heidegger in France* (Bloomington, IN: Indiana University Press, 2015).

Co-translated Juan-David Nasio's *Oedipus: The Most Crucial Concept in Psychoanalysis* (Albany: SUNY Press, 2010).

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Co-translated and wrote an Introduction, with François Raffoul, for Jean-Luc Nancy's *The Creation of the World or Globalization* (Albany: SUNY Press, 2007).

Co-translated and wrote an Introduction, with François Raffoul, for Juan-David Nasio's *The Book of Love and Pain: Thinking at the Limit with Freud and Lacan* (Albany: SUNY Press, 2004).

Co-translated and wrote an Introduction, with François Raffoul, for Juan-David Nasio's *Five Lessons on the Psychoanalytic Theory of Jacques Lacan* (Albany: SUNY Press, 1998).

Co-translated and wrote an Introduction with François Raffoul, for Françoise Dastur's *Heidegger and the Question of Time* (Humanity Books, 1998).

Co-translated, with Gregory Recco, François Raffoul's *Heidegger and the Subject* (Humanity Books, 1998).

Co-translated and wrote an Introduction, with François Raffoul, for Jean-Luc Nancy's and Philippe Lacoue-Labarthe's, *The Title of the Letter: A Reading of Lacan* (Albany: SUNY Press, 1992).

Selected Authored Book Chapters (Invited, Peer Reviewed)
"The Suppression of Cultural Memory and Identity in Bosnia and Herzegovina," in *Multidisciplinary Perspectives on Genocide and Memory*, edited by Jutta Lindert and Armen Marsoobian (Springer International Publishing, 2018).

"The Genocidal Legacy of Radovan Karadžić," *Etnické komunity. Hrdinové, šibalové, antagonisté Balkánu* Eds. Dana Bittnerová, and Mirjam Moravcová (Prague, FHS UK, 2017).

"Cinematic Witnessing of the Genocide in Bosnia 1992–1995: Toward A Poetics of Responsibility," in *The History of Genocide in Cinema: Atrocities on Screen,* edited by Jonathan Friedman and William Hewitt (London: I.B. Taurus, 2016).

"The Suppression of Collective Memory and Identity in Bosnia: Prohibited Memorials and the Continuation of Genocide," *Etnické komunity - Balkánské cesty*. Eds. Dana Bittnerová, and Mirjam Moravcová (Prague, FHS UK, 2015).

"Genocid i međunarodna intervencija: problematično naslijeđe Dejtonskog mirovnog sporazuma 1995-2012," in *Politićki Vojni Značaj Odbrane Sarajeva 1992-1995* (Sarajevo: Universitet u Sarajevu, 2014).

"The Task of Justice," in *Jean-Luc Nancy and Plural Thinking: Expositions of World, Ontology, Politics and Sense*, edited by Peter Gratton and Marie-Eve Morin (Albany: SUNY Press 2012).

"*Geografija Genocida u Istočnoj Bosnia*," in *Genocid u Bosni I Herzegovini –Posljedice Presude Međunarodnog Suda Pravde* (Sarajevo: Universitet u Sarajevu, 2011).

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"The Unconscious Body in the Psychoanalytic Theory of J-D Nasio" in *Rethinking Facticity*, edited by François Raffoul and Eric Nelson (Albany: SUNY Press, 2008).

Co-authored (with Jim Dolan), "Excellence and Equity: A Regional Consortium for Reforming Science Education," *How Social and Emotional Development Add Up: Getting Results in Math and Science Education* edited by Norris Haynes, Michael Ben-Avie, and Jacque Ensign (Columbia Teachers College Press, 2003).

"Peirce and Derrida: From Sign to Sign," an invited contribution to *Peirce, Semiotics, and Psychoanalysis* John Muller, ed. (The Johns Hopkins University Press, 2000).

"Merleau-Ponty and the Unconscious: A Poetic Vision," in *Merleau-Ponty: Desires and Imaginings*, edited by James Morley and Dorothea Olkowski, (Albany: SUNY Press, 1999).

"Lacan: The Poetic Unconscious," in *Disseminating Lacan* (Albany: SUNY Press, 1996).

"Peirce and Derrida: From Sign to Sign," in *Peirce's Doctrine of Signs: Theories, Applications, Connections,* edited by Vincent Colapietro and Thomas Olshewsky (Berlin: Mouton de Gruyter, 1995).

Authored Journal Articles (Invited, Peer reviewed)
"Mandate Interrupted: The Problematic Legacy of the United Nations International Criminal Tribunal for the former Yugoslavia," *Washington University School of Law Global Studies Law Review*, 19, no. 3 (2020).

"*Les implications éthiques de la pensée de Heidegger*," (in Arabic) in *Eis* no.3 (2008-2009).

"*Les implications éthiques de la pensée de Heidegger*," *Transversalités* 99 (2006): 251-259.

"The Question of the Relation Between Philosophy and Psychoanalysis: The Case of Kant and Freud," *Metaphilosophy,* Vol 21, nos. 1&2 January/April 1990.

Selected Book Chapter Translations (Peer reviewed)
Co-translated Françoise Dastur's "The Reception and Non-Reception of Heidegger in France," in *French Interpretations of Heidegger: An Exceptional Reception* (Albany: The State University of New York Press, 2008).

Co-translated Jean Greisch's "The Poverty of Heidegger's 'Last God'," in *French Interpretations of Heidegger: An Exceptional Reception* (Albany: The State University of New York Press, 2008).

Co-translated Pierre Jacerme's "The Dialogue of Thought between Martin Heidegger and Jean Beaufret: A New Way of Acting as a Philosopher*"* in *French Interpretations of Heidegger: An Exceptional Reception* (Albany: The State University of New York Press, 2008).

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Co-translated Jean-Luc Nancy's "The Being-With of the Being-There," in *Rethinking Facticity*, edited by François Raffoul and Eric Nelson (Albany: The State University of New York Press, 2008).

Co-translated, Genviève Morel's "Feminine Conditions of Jouissance" *Reading Seminar XX* edited by Suzanne Barnard and Bruce Fink, (Albany: The State University of New York Press, 2002).

Co-translated Colette Soler's, in "What does the Unconscious Know About Women," in *Reading Seminar XX* edited by Suzanne Barnard and Bruce Fink, (Albany: The State University of New York Press, 2002).

Co-Translation with François Raffoul of J-D Nasio's *Les Yeux de Laure* Ellie Ragland and Dragan Milovanovic (eds.), *Topologically Speaking* (New York: The Other Press, 2002.)

Translated Journal Article.
Translation of François Raffoul's, "The Subject of the Unconscious in the Work of Jacques Lacan, " in the series *Continental Philosophy*, Vol. VI., Routledge. Fall 1997.

Authored Forewords/Afterwords (Invited).
Authored an invited Afterword for Karamehic, Ajlina, and Kromjak, Laura, editors, *Remembrance and Forgiveness: Global and Interdisciplinary Perspectives on Genocide and Mass Violence* (Routledge, 2020).

Authored an invited Foreword for Šukrija Meholjić's, *Ne Zaboravi Srebrenicu* (Sarajevo: Flax, 2020).

Authored an invited Foreword for Isak Gaši's *Eyewitness: My Journey to the Hague* (Brandylane Publishers, Inc., 2018).

Authored an invited Foreword for Mirsad Čaušević's *Death in the White House* (Chicago: Bosanska Medijska Grupa, 2017).

Authored an invited Foreword, "To Inhabit a World," for Jean Luc-Nancy's *What's These Worlds Coming To?* Translated by Travis Holloway and Flor Mechain (New York, NY: Fordham University Press, 2014).

Authored an invited Foreword for Hikmet Karčić, *An Appeal for Truth: The Human Rights Chamber and the Search for Missing Persons in Bosnia and Herzegovina* (Sarajevo: Konrad Adenauer Foundation, 2013).

Selected Op-Ed Essays (on-line) (Invited)
"Vrijeme za opredijeljenost za tranzicijsku pravdu, pravo na memorijalizaciju i vladavinu prava u Bosni i Hercegovina," ["Time for a commitment to transitional justice, the right to memorialization and the rule of law in Bosnia and Herzegovina"], *Hayat*, Jan 6, 2022, https://hayat.ba/pettigrew-neka-ovo-bude-godina-u-kojoj-ce-se-ukloniti-spomenici-koji-velicaju-

osudene-ratne-zlocince/842016/

"Pettigrew: Schmidt mora omogućiti spomenike žrtvama u Višegradu, Foči i Kalinoviku," ["Pettigrew: Schmidt must support memorials to the victims in Višegrad, Foča and Kalinovik"], *RadioSarajevo*, Oct. 4, 2022, https://radiosarajevo.ba/metromahala/ja-mislim/pettigrew-schmidt-mora-omoguciti-spomenike-zrtvama-u-visegradu-foci-i-kalinoviku/470882

"Petigru poručio Šmitu: Raditi na postavljanju spomen-obilježja žrtvama zločina u Kalinoviku," ["Pettigrew appealed to Schmidt: Work on erecting a memorial to the victims of crimes in Kalinovik,"], *Dnevni Avaz*, August 8, 2022, https://avaz.ba/vijesti/bih/763826/petigru-porucio-smitu-raditi-na-postavljanju-spomen-obiljezja-zrtvama-zlocina-u-kalinoviku

"Historijski značaj novog zakona protiv negiranja genocida" ["The historical significance of the new law against genocide denial'], *Al Jazeera Balkans*, July 23, 2021, https://balkans.aljazeera.net/opinions/2021/7/23/vrijeme-je-da-ohr-nametne-zakon-protiv-negiranja-genocida

"Suočavanje s tragičnim naslijeđem Dejtonskog sporazuma" ["Confronting the tragic legacy of the Dayton Accords"], *Al Jazeera Balkans*, November 14, 2020, https://balkans.aljazeera.net/opinions/2020/11/14/suocavanje-s-tragicnim-naslijedem-dejtonskog-sporazuma.

"Švedska akademija pomaže Handkeovo negiranje genocida" ["The Swedish Academy rewards Handke's genocide denial"], *Al Jazeera Balkans*, December 9, 2019, http://balkans.aljazeera.net/vijesti/svedska-akademija-pomaze-handkeovo-negiranje-genocida

"Može li biti pravde na terenu u BiH?" ["Can there be peace on the ground in Bosnia?"], *Al Jazeera Balkans*, December 9, 2014, http://balkans.aljazeera.net/vijesti/moze-li-biti-pravde-na-terenu-u-bih

"Spomen-ploča Mladiću nastavak genocida," ["The memorial plaque for Mladić is a continuation of the genocide"],*Al Jazeera Balkan*s, August 20, 2014, http://balkans.aljazeera.net/vijesti/spomen-ploca-mladicu-nastavak-genocida

Op-Ed Essay (in print)
"Bosnian Serbs' legacy of genocide lives on," New Haven Register, August 14, 2011.

Selected Lectures (Invited)
"Srebrenica Genocide," for *Srebrenica July 11 course (Elfte juli-kursen)* Kista folkhögskola, Kista, Stockholm, Sweden, (via zoom) February 16, 2023, from 18:00 - 20:00.

"The Sacred Work of Bearing Witness and Restoring a World," Book Launch Panel, Center for Bosnian Studies, Fontbonne University, St. Louis, February 4, 2023.

"Ruska invazija na Ukrajinu i zločin agresije: kriza suvereniteta za BiH" ["Russia's Invasion of Ukraine and the Crime of Aggression: A Crisis of Sovereignty for BiH"], KRUG 99, Sarajevo,

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November 27, 2022.

"Transitional Justice, Human Rights, and Memorialization," International University of Sarajevo, November 22, 2022.

"The Righteous Deeds of Varian Fry: Connecticut's Forgotten War Hero", Association for the Study of Connecticut History Fall Conference "Connecticut and WW II," November 12, 2022.

"What Should Philosophers Say About Genocide," Providence College, September 9, 2022.

"Challenges to the Human Right to Truth and Memorialization in Bosnia," a presentation with Aida Hadžimušić, Al Jazeera Balkans correspondent/Chevening scholar, Goldsmiths, the University of London, at "Why Remember? Peace, Conflict, and Culture," July 7, 2022, Sarajevo.

"Transitional Justice and the Right to Truth and Memorialization in Bosnia and Herzegovina," KRUG 99, Sarajevo, July 3, 2022.

Personalfortbildning om folkmordet i Srebrenica [Staff Professional Development on the Srebrenica Genocide] at Kista folkhögskola, Kista, Stockholm, Sweden, (via zoom) Tuesday May 10, 2022 .

"The Specter of the Donbas in Republika Srpska: A Cautionary Tale about Russian Imperialism from Bosnia and Herzegovina" (in a panel with Ambassador Valentin Inzko) at "Our Freedom Has Not Yet Perished: War and Hope in Ukraine," Southern Connecticut State University, April 20, 2022,

"The International Community's Responsibility to Protect Bosnia and Herzegovina: Strategies for Action," KRUG 99, Sarajevo, March 20, 2022.

"The Responsibility for the International Community to Prevent the Appeasement of Republika Srpska and its Genocidal Goals in BiH," KRUG 99, Sarajevo, November 28, 2021.

"The Specter of the Donbass Haunting Bosnia: The Toxic Legacy of Ratko Mladić," KRUG 99, Sarajevo, June 13, 2021.

"The Tragic Legacy of the Dayton Accords, 1995-2020," *Bosnia 25 Years After the Dayton Accords, A virtual International Symposium*, Yale Genocide Studies Program, November 6, 2020.

"Ending Impunity in Republika Srpska," KRUG 99, Sarajevo, March 22, 2020.

"Republika Sprska and A Legacy of Impunity," Legal and Political Consequences of the Declaration of the Proclamation of the Republic of the Serb People of Bosnia and Hercegovina, Sarajevo City Hall, Sarajevo, January 8, 2020.

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"The Betrayal of Human Rights and Transitional Justice in Bosnia and Herzegovina," KRUG 99, Sarajevo, December 1, 2019.

"Finding Ways to Tell the Truth About the Genocide," A Lecture delivered on the Occasion of the Bosnian Language Publication of Isak Gaši's *Očevidac: Moj Put u Hag* (vrijeme, 2019), Bošnjački institut, Sarajevo, August 7, 2019, and Dom Kulture, Brčko, August 8, 2019.

"Confronting Obstacles to the Development of a Post-Genocidal Society and State in Bosnia and Herzegovina," for KRUG 99, Association of Independent Intellectuals, Sarajevo, June 30, 2019.

"Challenges to Restorative Justice in Bosnia and Herzegovina," 2nd International Women's Summit, Sarajevo, June 23, 2019.

"Trouble in the Balkans: Republika Srpska and the Failure of the International Community," for KRUG 99, Association of Independent Intellectuals, Sarajevo, March 17, 2019.

"The Problematic Legacy of the International Criminal Tribunal for the Former Yugoslavia," International University of Sarajevo, March 11, 2019.

"Trouble in the Balkans: Republika Srpska and the Failure of the International Community in Bosnia and Herzegovina," 1,472nd meeting of the Connecticut Academy of Arts and Sciences, February 21, 2019.

"Bearing Witness to the Truth," an invited presentation as part of the panel: "Commemoration: Bosnian Genocide: Witnessing the Struggle for Justice," Illinois Holocaust Museum, Skokie, IL., January 10, 2019.

"The Failure of Responsibility in Republika Srpska: The Betrayal of the Future," for KRUG 99, Association of Independent Intellectuals, Sarajevo, November 24, 2018.

"The Question of Restorative Justice in Bosnia and Herzegovina," International University of Sarajevo, Center for Human Rights and Transitional Justice, Faculty of Law, November 22, 2018.

"Republika Srpska and the Failure of Restorative Justice," for KRUG 99, Association of Independent Intellectuals, Sarajevo, July 1, 2018.

Presented a lecture titled, "Remembering Srebrenica," as part of a panel titled **"Memory, Space, Event: The Case of Bosnia and Herzegovina,"** at a conference titled, "Memory and Forgetting in Times of War and its Aftermath: Ruins, Remains, and Reconstructions," Hotel Europe, Sarajevo 27 – 29, June 2018. |

"Finding Ways to Tell the Truth: Stories from Brcko, Prijedor, and Srebrenica," BiH Diasporic Conference, Seattle, WA, Saturday, April 21, 2018.

Delivered an invited presentation titled, "*À propos de Varian Fry*," at an international

symposium titled "*La loi à l'épreuve de la Déportation*," at l"Univérsité Catholique de Lille, France, March 16, 2018.

Delivered an invited presentation titled, "Mapping Genocide," for KRUG 99, Association of Independent Intellectuals, Sarajevo, November 26, 2017.

Delivered an Invited Lecture titled, "Remembering Srebrenica: The Right to the Truth," at International University of Sarajevo, November 23, 2017.

Delivered an invited response for a panel titled, "Intervention, Identity, and State Consolidation in the Yugoslav Successor States (1990-2005), at the 2017 Association for Slavic, East European, and Eurasian Studies, Annual Convention, "Transgressions," November 11, 2017, Chicago.

Delivered an invited lecture titled, "The Continuation of Genocide in Eastern Bosnia: Drina National Park, for the program "Witnesses to the Truth," with Bosnian activist Bakira Hasečić, sponsored by Bosnian North American Women's Association and the Bosnian American Genocide Institute and Education Center, November 10, 2017, Chicago.

Delivered an invited presentation as part of a panel titled, "Varian Fry's Legacy" at the Commemoration & Symposium, "Varian Fry: The Savior of Modern," Green-Wood Cemetery, Brooklyn, NY, Saturday, September 9, 2017.

"Remembering Srebrenica," at the 11 July Conference and Awards Program, Kista folkhögskola, Kista, Stockholm, Sweden, May 11, 2017.

"Femicide as a Pattern: Rape and Gendercide in Bangladesh, Bosnia and Rwanda," Society for the Philosophic Study of Genocide and the Holocaust (SPSGH), at the American Philosophical Association, Central Division, Kansas City, MO, March 2, 2017.

Presented a lecture as part of an invited Book Panel addressing my co-translation of Dominique Janicaud's *Heidegger in France*, Translated by François Raffoul and David Pettigrew (Bloomington, IN: Indiana University Press, 2015). "Future Legacies," The 50th Annual Meeting of the Heidegger Circle, DePaul University, Chicago, September 15-18, 2016.

"Prohibition of Cultural Memory as a Continuation of the Genocide in Bosnia and Herzegovina," Summer University Srebrenica, Srebrenica-Potočari Memorial Center, July 12, 2016.

"Obstacles to Reconciliation and Justice in Bosnia and Herzegovina," International University of Sarajevo Summer Program "Learning from the Past," Sarajevo, July 3, 2016

"The ICTY Verdict in the Case of Vojislav Šešelj: The Legitimation of Hate Speech and the Silencing of the Law and the Truth," KRUG 99, Sarajevo, July 3, 2016.

"The Genocidal Legacy of Radovan Karadžić," for the conference "Balkan Express: The Heroes, Tricksters, and Antagonists of the Balkans," Charles University, Faculty of Humanities, Prague,

June 3-4, 2016.

"Suppression of Cultural Memory in Bosnia and Herzegovina," Elmhurst College, Elmhurst, IL, April 4, 2016.

"Cultural Genocide in Bosnia," at the Illinois Holocaust Museum and Education Center, , Illinois, April 3, 2016.

"National Unification Through Constitutional Reform in Bosnia," KRUG 99, Sarajevo, November 29, 2015.

"Genocide and Memorialization in Bosnia and Herzegovina," an inaugural lecture for the new Faculty of Law, International University of Sarajevo, Sarajevo, November 26, 2015.

"Truth, Memory, and Justice in Rebuilding a Post-Genocidal Society: The Case of Bosnia and Herzegovina," A New England Colloquy at Keene State College, July 22, 2015.

"Cultural Genocide in Republika Srpska, 2015," Summer University Srebrenica, Potočari Memorial Center, July 12, 2015.

"Prohibited Memorials and the Continuation of Genocide in Republika Srpska: The Legacy of Srebrenica and Dayton," at the international conference "Srebrenica 1995-2015: Evaluating the Legacy and Long-Term Consequences of Genocide," July 9, 2015. (Peer reviewed)

"*Srebrenica: ubijanje memorije i traganje za istinom i pravdom*!" for KRUG 99, Sarajevo, July 5, 2015. (Invited)

"The Legacy of the Dayton Peace Accords: Human Rights Violations in Republika Srpska," an invited keynote lecture for *Konferens om Muslimhat och Annan Rasism*, Kista Folkshögskola, Stockholm, Sweden, May 30, 2015. (Invited Keynote)

"From Berlin to Marseille: The Story of Varian Fry's Journey to Yad Vashem," 5th Grade classes at New Haven Mauro Sheridan magnet school March 31, 2015. (Invited)

"From Berlin to Marseille: The Story of Varian Fry's Journey to Yad Vashem," Judith K. Barr Education Fund, Temple Beth Tikvah, 196 Durham Road, Madison, CT, March 28, 2015. (Invited)

"The Suppression of Collective Memory and Identity in Bosnia: Prohibited Memorials and the Continuation of Genocide," Fontbonne University, St. Louis, MO, February 19, 2015. (Invited)

"Cinematic Witnessing of the Genocide in Bosnia 1992-1995: Toward A Poetics of Responsibility," Society for the Philosophic Study of Genocide and the Holocaust at the American Philosophical Association, St. Louis, MO, February 19, 2015. (Peer reviewed)

"The Suppression of Collective Memory and Identity in Bosnia: Prohibited Memorials and the

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Continuation of Genocide," an invited keynote lecture for a Balkans Express Interdisciplinary Conference, Faculty of the Humanities, Charles University, Prague, October 24-25, 2014. (Invited Keynote)

"After Genocide: Activism in a post-genocide community: Resisting Genocide Denial in Višegrad," Srebrenica-Potočari Memorial Center, Srebrenica Summer University, July 2, 2014. (Invited)

Opening Remarks for the Opening Ceremony of the 5th annual Summer University Srebrenica, Bosniak Institute, Sarajevo. Lecture titled: "Referring to the Crime By Its Proper Name: Genocide and Its Continuation in Srebrenica, Višegrad, Prijedor," July 1, 2014. (Invited)

"Bearing Witness to the Genocide in Bosnia and Herzegovina, 1992-1995: Addressing the Culture of Apartheid in Republika Srpska in 2014." Temple Beth Tikvah, 196 Durham Road, Madison, CT, April 28, 2014. (Invited)

"Identifying Apartheid in Republika Srpska," KRUG 99 Association of Intellectuals, Sarajevo, March 23, 2014. (Invited)

"The Role of Religion and Ethnonationalism in Genocide Denial: Engineering a Zone of Exclusion," *Ethnonationalism and the Persistence of Genocide Denial in Bosnia and Herzegovina: Obstacles to "Existence,"* Society for the Philosophic Study of Genocide and the Holocaust in association with the Bosnian American Genocide Institute and Education Center, Chicago, IL, February 27, 2014.

"*L'interprétation de la douleur: du deuil au témoignage,*" *Séminaires Psychanalytiques de Paris*, Paris, November 26, 2013. (presented in French) (Invited)

"The Responsibility to Protect Those Vulnerable to Persecution in Post-Genocide Societies: The Case of Bosnia and Herzegovina," Yale University Genocide Studies Program, October 9, 2013. (Invited)

"W.G. Sebald's *Austerlitz*: Between Adorno and Adler," The Society for Philosophic Study of Genocide and the Holocaust at the American Philosophical Association Central Division Meeting, New Orleans, LA. February 21, 2013.

"Heidegger's *Ge-stell* and the Apparatus of Genocide," Meeting of the Heidegger Circle at the Society for Phenomenology and Existential Philosophy, hosted by the Rochester Institute of Technology and Nazareth College, Rochester, NY. November 1, 2012,

"A Report on the Local Elections in Srebrenica: Discrimination and Psychological Intimidation in Republika Srpska," a university-wide lecture presented at Loyola University, Maryland, October 25, 2012. (Invited)

"Genocide and International Intervention: The Problematic Legacy of the Dayton Peace Accords," Summer University Srebrenica, Potočari Memorial Center, July 14, 2012**.** (Invited)

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"The Geography of Genocide in Eastern Bosnia," for the Cultural Studies PhD Program, Trent University, Peterborough, Ontario, March 29, 2012. (Invited)

"The Task of Justice: Witnessing Genocide in Bosnia," for the Philosophy Department Colloquium Series, University of North Texas, Denton, TX, November 11, 2011. (Invited)

"Witnessing Genocide in Bosnia," for the Misericordia University Honors Program Explorations Seminar Series, Misericordia University, Dallas, PA, September 30, 2011. (Invited)

"Inceptual Dimensions of Art and Space in the Work of Martin Heidegger," 45th annual meeting of the Heidegger Circle at Marquette University, May 6-8, 2011. (Invited)

"Witnessing Exhumations on the River Drina," *l'Université Catholique de Lille*, March 28, 2011. (Invited)

"Genocide and International Intervention: The Problematic Legacy of the Dayton Peace Accords" 1,409[th] meeting of the Connecticut Academy for Arts and Sciences, January 19, 2011, New Haven Lawn Club. (Invited)

"Witnessing and Mourning in the Aftermath of Genocide in Bosnia: Encountering the Impossible," The VII Annual Social Theory Forum, Critical Social Theory: Freud & Lacan For the 21st Century, UMASS Boston, April 7, 2010. (Invited)

"The *techno-logos* of Genocide (in Bosnia)," The Fifth Annual International Association for the Study of Environment, Space, and Place, Towson University, May 2, 2010.

"*La géographie du génocide en Bosnie de l'Est*," (presented in French) *à l'Université Catholique de Lille, le 25 novembre 2009*. (Invited)

"Witnessing the Geography of Genocide in Eastern Bosnia," International Genocide Conference, Potočari Memorial Center, Bosnia, July 10-11, 2009.

"Witnessing the Geography of Genocide in Eastern Bosnia," June, 9th, at the 8th biennial conference of the International Association of Genocide Scholars June 7-10, 2009, at George Mason University Institute for Conflict Analysis and Resolution in Arlington, VA.

"Witnessing the Geography of Genocide in Eastern Bosnia," Wesleyan University, April 29, 2009.

"The Geography of Genocide in Eastern Bosnia," Association for the Study of Environment, Space, and Place Conference, Towson University, April 25-26, 2009.

"Witnessing the Geography of Genocide in Eastern Bosnia," Louisiana State University, International Studies Program, April 14, 2009.

"Natality and Genocide" (co-authored and presented with Anne O'Byrne, Philosophy Department, Stony Brook University), The Hanna Arendt Circle, University of Arkansas, March 29, 2009.

"The Transformative Pedagogy of John Dewey and Paulo Freire: between Theory and Practice." (presented in English, discussion in French) UFR des Sciences de l'Education – Lille 3, France, March 21, 2009.

"Witnessing the Geography of Genocide in Eastern Bosnia," Society for Phenomenology and Media," Arlington, VA, February 28, 2009.

"The Geography of Genocide in Eastern Bosnia," Yale University Genocide Studies Program, February 26, 2009.

"The Urgency of the Useless," Heidegger Circle, Northern Illinois University, May 3, 2008.

"Witnessing Genocide at Srebrenica: Obstacles to Reconciliation," Sociology Department, Wesleyan University, April 17, 2008.

"The Impossibility of Mourning," a lecture at the conference of the International   Association of Genocide Scholars, Sarajevo, Bosnia, July 2007.

"Witnessing Genocide at Srebrenica: Obstacles to Reconciliation," a power point presentation at the International Association of Genocide Scholars Conference, Sarajevo, Bosnia July 2007.

"Between World-Forming and Globalization," an invited lecture (presented in French) at *Journée d'étude Internationale de la Mondialisation* at Université de Lille 3, Wednesday March 21, 2007.

"Witnessing and Mourning Genocide in Bosnia: The Impossible Pain of Psychoanalysis," a lecture as part of a panel marking the 150th anniversary of Freud's birth, The American Philosophical Association, December 29, 2006, Washington, DC.

"Witnessing Genocide at Srebrenica: Obstacles to Reconciliation," a power point presentation at Université de Lille 3, November 21, 2006.

Witnessing Genocide at Srebrenica: Obstacles to Reconciliation," a power point presentation, The Political Science Department, University of Maine, November 10, 2006.

"The Ethical Implications of Heidegger's Thought," a lecture for the Philosophy Department Colloquium Series, University of Maine, November 9, 2006.

"The Task of Justice: Witnessing Genocide in Bosnia," a lecture for the Socialist and Marxist Studies Series at University of Maine, November 9, 2006.

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An invited presentation on Richard Polt's new book *The Emergency of Being: On Heidegger's Contributions to Philosophy*, The North American Heidegger Conference, Boston University, May 5-7, 2006

"*Les implications éthiques de la pensée de Heidegger*," a lecture at l'Institut Catholique, Paris, March 23, 2006.

"*Qu'en est-il du corps* ? Juan David Nasio and the Unconscious Body," a lecture at the Association for the Philosophy of the Unconscious, The annual meeting of the American Philosophical Association, New York, New York. December 28, 2005.

"*Qu'en est-il du corps* ? *Juan David Nasio et le corps inconscient*,"presentation (in French) at *Séminaire de Formation des Psychanalytes*, Paris November 15, 2005.

"The Unconscious Body: A Lacanian Perspective" The New York Association for the Advancement of Philosophy and Psychoanalysis, New York University. November 5, 2005.

"The Task of Justice" Society for Phenomenology and Existentialism, Salt Lake City, Utah October 2005.

"The Task of Justice," A Presentation at Pathways to Reconciliation & Global Human Rights" Sarajevo August 16 – 19, 2005.

"Heidegger and Celan," Heidegger Conference, May 13-15, 2005, Goucher College.

"*Qu'en est-il du corps* ? *Juan David Nasio et le corps inconscient*," The International Symposium for Phenomenology 12-16 July 2004, Casa del Sacro Cuore, Perugia Italy

"Reflections on the Body in Heidegger and Merleau-Ponty," an invited presentation at the 38th North American Heidegger Conference, University of New Orleans, Spring 2004.

"The Ethical Implications of Heidegger's Thought" Presentation at the 37th annual gathering of the North American Heidegger Conference, Old Dominion University. May 2003.

"Translating *Jouissance*" at the annual meeting of the American Philosophical Association (Philadelphia, December 2002).

"Exceptional Enownings as Beginnings in Heidegger's <u>Beitrage</u>" at The International Association of Philosophy and Literature, Spelman College Atlanta Georgia, May 4, 2001.

"The Translation of Pain in the Work of Juan-David Nasio" at The Association for the

Philosophy of the Unconscious at the Annual Meeting of American Philosophical Association *Eastern Division*, December 28, 2000.

"*L'analyste et sa place de "semblant*" an invited paper presented (in French) as part of the *Seminaire Psychanalytiques de Paris*, *Seminaires de formation des psychanalystes*, Paris France. 28 November 2000.

"Responsibility in Heidegger's *Beiträge*" at the 34th annual Heidegger Conference, Marshall University Huntington, West Virginia, May 21, 2000

"Translating *le semblant*: Reading Jacques Lacan with Juan-David-Nasio," The Association for the Philosophy of the Unconscious at the Annual Meeting of American Philosophical Association *Eastern Division*, December 28, 1999.

"Is Heidegger a Cultural Pessimist" Invited respondent, Heidegger Conference, DePaul University, Spring 1999.

"*La trace qui genuit la trace qui genuit*" at the International Association for Philosophy and Literature, Trinity College, Hartford CT, May 14, 1999.

"The Semblance of Psychoanalysis" at the International Association of Philosophy and Literature, University of California at Irvine, May 6, 1998.

"The Semblance of Psychoanalysis" Spring Meeting of the Society for Philosophy and Psychiatry, Yale University. March 28, 1998.

"Community and Myth: Of the Greeks" for the Philosophy and English Departments at California State University, Stanislaus, Fall 1997.

"Textuality in Ecstasis" at the International Association of Philosophy and Literature, Mobile, Alabama, May 7, 1997.

"Heidegger and Nancy: Impossible Community/Community of the Impossible," at the 30th annual meeting of the Heidegger Conference, at the University of New Hampshire, Spring 1996.

"Tragic Drama as Psychoanalytic Culture: Lacan's Reading of Hamlet," at the Spring meeting of the Society for Phenomenology and Psychiatry, Yale University, Spring 1996.

"Lacan's Reading of Hamlet: Between Tragedy and Structure," at the 1996 meeting of the International Association of Philosophy and Literature, George Mason University, Spring 1996.

"Heidegger and Nancy: Impossible Community/Community of the Impossible," as part of a

Panel entitled, "Heidegger, Ethics, and Practical Philosophy," at the Society for Phenomenology and Existential Philosophy, DePaul University, Chicago Il, October 12 - 14, 1995.

"Translating Lacan's *Versagung* with Heidegger's *Sagen*" at the Canadian Society for Hermeneutics and Postmodern Thought, at the Université du Quèbec a Montréal, Spring 1995.

 "Translating Lacan's *Versagung* with Heidegger's *Sagen*" as part of a panel on "Heidegger and Lacan," The 29th annual Heidegger Conference, Skidmore College. Co-Panelist: François Raffoul. Respondent: Babette Babich. Moderator: William Richardson, Spring 1995.

"Translating Lacan's *Versagung* with Heidegger's *Sagen*." at the Society for Phenomenology and Existential Philosophy, Seattle University, Fall 1994.

"The Ethics of Psychoanalysis," at the International Human Sciences Research Conference, St. Joseph College, Spring 1994.

"Heidegger, Lacan, and Truth," at the International Association of Philosophy and Language. University of Alberta, Edmonton, Canada, Spring 1994.

"The Ethics of Lacanian Psychoanalysis: The Question of *Versagung*," at the American Philosophical Association, Eastern Meeting, Association for the Philosophy of the Unconscious, Fall 1993.

"The Ethics of Lacanian Psychoanalysis: The Betrayal of *Versagung*, " at the Society for Phenomenology and Existential Philosophy, 32nd Annual Meeting, Loyola University, New Orleans, Fall 1993.

Presented paper entitled: "Postmodernism and Political Engagement: An Inoperative Community?" at the International Association of Philosophy and Literature, Duquesne University, Spring 1993.

"The Ethics of Lacanian Psychoanalysis," at a Conference on Recent French Philosophy and PostModernism, The State University of New York at Stony Brook, December 4, 1992.

Invited Commentator. Presented paper entitled, "Reading Lacan: Between *Méconnaissance* and *Versagung*" Colloquium: The Impact of French Philosophy on American Philosophy Today, Pennsylvania State University, Fall 1992.

"Merleau-Ponty: The Unconscious and Psychoanalytic Practice," at the 18th International Merleau-Ponty Circle, St. Joseph's College, West Hartford CT, Fall 1992.

"Freud's 'New Science': New Epistemological Parameters, " at the Society for Phenomenology and Psychiatry, New Haven, CT, Spring 1992.

"Modernity, Technicity, and the Sign: Toward a Hermeneutic of the Sign in the Work of Peirce and Derrida," at the Society for Phenomenology and Existential Philosophy, Villanova University, Fall 1990.

"The Status of Science in the Work of Jacques Lacan," at a Lacan Conference at Kent State University, Spring 1990.

"Peirce and Derrida: From Sign to Sign," at the Charles Sanders Peirce Sesquicentennial International Congress, Harvard University, Fall 1989.

"The Problematic of Space between Merleau-Ponty and Heidegger," at the 1988 Merleau-Ponty Circle, Villanova University, Fall 1988.

"The Question of the Relation of Philosophy and Psychoanalysis: The Case of Kant and Freud," Southern Connecticut State University, Philosophy Department.

Presentations at Workshops for Connecticut Educators to assist schools with Implementing the Connecticut Holocaust and Genocide Education and Awareness Act (Public Act 18-24 of 2018).
"Addressing the Problem of Holocaust and Genocide Denial in Our Classes," Teachers Teaching Teachers A virtual workshop series for educators under the auspices of HERO, Connecticut Voices of Hope, and the Connecticut State Department of Education, February 23, 2022.

From Foča to Kalinovik: A Report on Research on the Bosnian Genocide," Teachers Teaching Teachers A virtual workshop series for educators under the auspices of HERO, Connecticut Voices of Hope, and the Connecticut State Department of Education, January 26, 2022.

"From Foča to Kalinovik: A Report on Research on the Bosnian Genocide," Professional Development for New Haven Public School Teachers, a virtual workshop, November 30, 2021.

"Introduction to Teaching About the Genocide in Bosnia," A virtual workshop series for educators under the auspices of HERO, Connecticut Voices of Hope, and the Connecticut State Department of Education, June 2, 2021.

"Varian Fry: A Holocaust Rescuer in Connecticut," Stand Up! – Teaching Rescue in Times of Conflict A virtual workshop series for educators under the auspices of The Holocaust and Genocide Education Advisory Committee, Thursday, August 13, 2020.

"Introduction to the Bosnian Genocide," A Workshop for Connecticut Teachers, under the

auspices of The Connecticut Holocaust and Genocide Education Advisory Committee and the Connecticut State Department of Education, at Southern Connecticut State University, August 21, 2019.

"Introduction to the Bosnian Genocide," Hamden High School Social Studies Teachers, Hamden Public Schools, January 24, 2019.

"Varian Fry: A Holocaust Rescuer from Connecticut," Hamden Middle School, Hamden Public Schools, December 6, 2018.

"Introduction to the Bosnian Genocide," A Professional Development Workshop for New Haven Teachers at Southern Connecticut State University, November 6, 2018.

"Introduction to the Bosnian Genocide," A Workshop for Monroe High School Social Studies Teachers, August 27, 2018.

"Introduction to the Bosnian Genocide," A Workshop for Connecticut Teachers, under the auspices of The Connecticut Holocaust and Genocide Education Advisory Committee and the Connecticut State Department of Education, at Southern Connecticut State University, August 16, 2018.

Organization of Presentation and Round Table Discussion for SCSU Center of Excellence in Teaching and Learning and Connecticut State Department of Education
"Addressing the Troubling Rise of Antisemitic Incidents in our Schools," a presentation by Stacey G. Sobel, Regional Director Anti-Defamation League, Connecticut, followed by
 a round table discussion on our efforts as educators to raise awareness about the Holocaust and Genocide as part of the Connecticut Holocaust and Genocide Education and Awareness Act (Public Act 18-24 of 2018), at Southern Connecticut State University, Tuesday March 28, 2023,.

Open Letters and Resolutions Concerning Human Rights Violations in Republika Srpska (Bosnia and Herzegovina)
Letter to Secretary of State Antony Blinken (on behalf of the Working Group for Bosnia and Herzegovina) regarding the consequences of the High Representative's October 2nd decision on the election law, December 28, 2022.
https://fena.ba/article/1300069/radna-grupa-za-bih-zabrinuta-zbog-izostavljanja-nato-a-puta-iz-koalicionog-dokumenta

Letter to Secretary of State Antony Blinken (on behalf of the Working Group for Bosnia and Herzegovina) regarding the need for constitutional and electoral reform in Bosnia and Herzegovina, April 18, 2022.
https://www.klix.ba/vijesti/bih/david-pettigrew-pisao-antonyu-blinkenu-zbog-stavova-gabriela-escobara-o-uredjenju-bih/220419058

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Letter to Josep Borrell Fontelles, High Representative of the Union for Foreign Affairs and Security Policy/Vice President of the European Commission (on behalf of the Working Group for Bosnia and Herzegovina) seeking EU support for Bosnia, January 16, 2022.
https://radiosarajevo.ba/vijesti/bosna-i-hercegovina/radna-grupa-za-bih-uputila-otvoreno-pismo/444120

Letter to President Biden (on behalf of the Working Group for Bosnia and Herzegovina) seeking strategic support for Bosnia and Herzegovina, including election reform, membership in EU and NATO, sanctions against those who threaten the peace and EUFOR reinforcements, December 13, 2021.
https://ba.voanews.com/a/david-pettigrew-pismo-biden-bih-sad/6354875.html

Letter to German President Steinmeier protesting planned award to Prof. Gideon Grief who denies the Srebrenica genocide, November 3, 2021.
https://balkans.aljazeera.net/opinions/2021/11/3/pettigrew-odlikovanje-greifu-je-uvreda-zrtvama-genocida-u-srebrenici

Letter to High Representative Christian Schmidt (on behalf of the Working Group for Bosnia and Herzegovina) regarding constitutional and electoral reform in Bosnia and Herzegovina, October 12, 2021. (Co-authored with Almira Delibegovic-Broome QC, UK).
https://balkans.aljazeera.net/news/balkan/2021/10/18/pettigrew-porucio-schmidtu-ne-popustati-pred-prijetnjama-nacionalista

Letter to High Representative Christian Schmidt (on behalf of the Working Group for Bosnia and Herzegovina) regarding the need for the establishment of protected national memorial sites for the victims of genocide in Republika Srpska, September, 25, 2021. (co-authoed
https://avaz.ba/vijesti/bih/684570/od-smita-zatrazeno-da-iskoristi-bonske-ovlasti-i-omoguci-zrtvama-da-obiljeze-mjesta-stradanja

Letter to President Biden (on behalf of the Working Group for Bosnia and Herzegovina) requesting Covid 19 vaccines for Bosnia and Herzegovina, May 12, 2021.
https://vijesti.ba/clanak/535397/radna-grupa-za-bih-zatrazila-pomoc-bidena-u-vakcinaciji-bh-gradjana

Letter to High Representative Valentin Inzko (on behalf of the Working Group for Bosnia and Herzegovina) urging him to implement a law against genocide denial and against the glorification of convicted war criminals, April 16, 2021.
https://ba.n1info.com/vijesti/negiranje-genocida-novo-pismo-inzku/

Letter to High Representative Valentin Inzko urging his support for a memorial for the victims of the concentration camps and villages in the Prijedor area, August 8, 2018.
http://ba.n1info.com/a278723/Vijesti/Vijesti/Pismo-Inzku-Podrzite-izgradnju-spomenika-u-Prijedoru.html

Letter to High Representative Valentin Inzko urging his support for national legislation to support survivors of torture and rape in Republika Srpska, 1992-1995.

Letter to José Mujica, President of Uruguay, August 12, 2016, urging him to return and denounce his "Order of Republika Award, which has primarily been awarded to convicted war criminals in Republika Srpska.
https://www.montevideo.com.uy/Noticias/Intelectuales-europeos-le-piden-a-Mujica-que-devuelva-premio-de-criminales-de-guerra--uc318004

Letter to Theodor Meron, President, International Criminal Tribunal for the Former Yugoslavia, June 27, 2014, regarding the removal of eight municipalities, including Višegrad, from Count 1 for Genocide from the Karadžić indictment.

"Statement Concerning the January 23, 2014 Desecration of the Stražište Memorial," March 18, 2014.

Screening and Discussion of a Documentary Film I created with my son:
"The Geography of Genocide in Bosnia: Redeeming the Earth," (US, 2009, 50 min.)

* May 12, 2017, Kista folkhögskola Kista, Stockholm, Sweden.
* April 29, 2017, at the BiH Diasporic Conference, Washington, DC.
*September 10, 2015, "20 Years After Srebrenica: Bosnia and Herzegovina Today," University of Richmond, Richmond, VA.
*October 24th, 2012, for the Peace Studies Program, Loyola University, Baltimore.
*March 29, 2012, for the Cultural Studies PhD Program, Trent University, Peterborough, Ontario.
*November 10, 2011, University of North Texas, Denton, TX.
*September 9, 2011, An official selection of the Srebrenica International Film Festival.
*July 14, 2011, Srebrenica Summer University, Bosnia.
*March 7, 2011, Trinity College, Hartford.
*November 30, 2010, International Relations Program, UMASS Boston.
*November 12, 2010, Society for the Philosophical Study of Genocide and the Holocaust at the University of Oregon
*October 5, 2010, Dowling College, Annual Theme Program.
*July 19, 2010, Long Island University.
*May 14, 2010, "Forgiveness in a Social and Political Context," Marquette University, Milwaukee, Wisconsin.
*April 15, 2010, The Association of American Geographers, Washington, DC.
*January 27, 2010, Cardozo School of Law, Program in Holocaust and Human Rights Studies.
*November 19, 2009, Southern Connecticut State University, sponsored by the Geography Department, Philosophy Department and the Geography Club.
*October 15, 2009 at Yale University sponsored by the Balkan Film Series and the Genocide Studies Program Seminar Series.
*July 10, 2009, in Kladanj, Bosnia, as part of the International Genocide Conference, Potočari Memorial Center, Bosnia, July 10-11, 2009.
*June, 9th, 2009 at the 8th biennial conference of the International Association of Genocide Scholars June 7-10, 2009, at George Mason University Institute for Conflict Analysis and

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Resolution in Arlington, VA.

Additional Writings and Presentations related to Bosnia and Herzegovina

January-February 2022, I recorded two 30-minute lectures for a six-week program "Building Stronger Communities" sponsored by DeMonfort University and Remembering Srebrenica UK designed to raise awareness about the genocidal aggression in Bosnia 1992-1995 and the Srebrenica genocide...and to inspire participants to take action to combat genocide denial and more broadly to resist hatred and persecution in their communities

July 2021, Consultant for *Untold Killings*, 2021 podcast about the Srebrenica Genocide, a co-production of Message Heard and Remembering Srebrenica UK. Hosted by Aleksandra Bilic. I was also featured in the special episode on the occasion of the July 11, 2021 commemoration of the Srebrenica Genocide: https://untoldkilling.podbean.com/

July 15, 2021, I was a panelist in a film discussion: *Quo Vadis Aida?* A Film Panel and Srebrenica Genocide Commemoration, hosted by Illinois Holocaust Museum, with Nihad Branković, Hasan Hasanović, Ida Sefer, Emir Suljiagić,

March 25, 2021, I was a panelist in a book panel at the Illinois Holocaust Museum, discussing the book *Voices of Srebrenica: Survivor Narratives of the Bosnian Genocide* by Hasan Hasanovic and Ann Petrila. Panelists included, Jessica Hulten, Hasan Hasanović, Ann Petrila, Ida Sefer, and Emir Suljagić: https://www.youtube.com/watch?v=vdB_YxYWdDo

November 21, 2020: "Confronting the Tragic Legacy of the Dayton Accords, 1995-2020" for the memorandum "25. Years After Dayton - A Conflict On Hold" published by the Society for Threatened Peoples, [*Gesellschaft für bedrohte Völker (GfbV)*], an NGO in Germany. https://www.gfbv.de/fileadmin/redaktion/Reporte_Memoranden/2020/GfbV-Memo_25-Jahre-nach-Dayton_Bosnien-und-Herzegowina.pdf

July 11, **2020**, I was invited to speak, July 11 at 5am, as part of an on-line commemoration of the Srebrenica genocide hosted by the Bosnian Community Council New South Wales and Bosnian Sydney Association (Australia). The commemoration was connected to a gathering at a local community center (Bosnian Cultural Centre Leppington), and Dr. Rizvan Halilović live-streamed images and sounds from the funeral and collective burial of the genocide victims at the Potočari memorial cemetery. I spoke on "Honoring the Memory of the Victims of the Srebrenica Genocide and Resisting Genocide Denial," and then answered a number of questions from the host and other participants.

July 9, **2020**, I co-hosted a 2-hour on-line commemoration of the Srebrenica genocide on **July 9** in collaboration with the **Illinois Holocaust Museum and Education Center**, **Bosnian American Genocide** Institute and Education Center, and the **Srebrenica Memorial Center**. Speakers included survivors Amra Begić, Senada Pargan, Hasan Hasanović, and award winning photographer Ron Haviv and journalist Roy Gutman. I'm on the board of the Bosnian American Genocide Institute and Education Center in Chicago, and I was the one who arranged for the involvement of the Srebrenica Memorial Center. The entire commemoration is available on

vimeo. https://vimeo.com/437271370/945cddd404

July 8, **2020**, I was invited by **Remembering Srebrenica, UK**, to participate in an on-line panel on **Wednesday July 8 at 1pm EST**, titled "**Lessons for the Future: 25 Years of Genocide Denial- How We Continue to Combat Genocide Denialism."** Guest Speakers included me, Jasmin Mujanovic Ph.D: Political Scientist and analyst of Southeast European affairs, author of *Hunger and Fury: The Crisis of Democracy in the Balkans*; Ida Sefer, M.S.W: co-founder of BiH Diasporic Conference. President of Bosnian American Genocide Institute and Education Centre. Genocide Activist; Aleksandar Brezar: Journalist and Translator. Western Balkans Network Lead for Democratic Society; and Almasa Salihovic- Genocide Survivor from Srebrenica and activist on genocide education. The panel was moderated Arnesa Buljumsic-Kustura and live-streamed on Facebook.

July 5, **2020**, the Congress of North American Bosniaks invited me to participate in an on-line **Genocide Scholars' Panel** on **July 5, 2020 at 2pm** to commemorate Srebrenica genocide, titled **"Bosnian Genocide and its Aftermath"**...in addition to me, panelists included Prof. Anne Gilliland, PhD, UCLA, USA; Prof. Hariz Halilovich, PhD, RMIT University, Melbourne, Australia and Dr. Adna Karamehić-Oates, PhD, Fontbonne University, St. Louis, MO, USA... The discussion addressed genocide denial, "triumphalism," Srebrenica genocide in the context of other war crimes committed in Bosnia 1992-1995, the importance of testimonies and archives, the problematic legacy of the ICTY and other issues. https://www.youtube.com/watch?v=Qzo_aDnPzPw&t=1s

June 28, 2020, I was involved in the preparation of the report titled, *"Srebrenica: the marginalisation and retraumatisation of women and children 25 years after genocide,"* for a prominent international NGO based in Germany, **The Society for Threatened Peoples [*Gesellschaft für bedrohte Völker (GfbV)*].** The report, which was released June 28, addresses the lasting impact of the tragedy on survivors, especially women and children who, still suffering from loss and trauma, are vulnerable to retraumatization from the genocide denial and the glorification of convicted war criminals that permeates the culture of Republika Srpska. The report was shared widely with community and religious leaders, political leaders and human rights organizations, all organizations and individuals who have the capacity respond to the report and shape the future of the region. The report also went to the Bundestag so as to better inform the German government's involvement in Bosnia and the region. **I was invited to co-author the "Foreword" for the entire report, and also to write a section on *Die Leugnung des Völkermords von Srebrenica* [Srebrenica Genocide Denial] and section on *Leugnung von Genozid hat fatale Folgen* [Genocide Denial Has Fatal Consequences].** In my section on *Srebrenica Genocide Denial*, I emphasize that denial, the glorification of convicted war criminals, and "triumphalism" (the celebration of the atrocities) in Republika Srpska threatens a repetition of the genocide and retraumatizes the survivors. I also condemn the escalation of Srebrenica genocide denial on the world stage as it achieved new legitimacy with the award of the Nobel Prize in Literature to Peter Handke, a Srebrenica genocide denier and sympathizer with violent Serb extremism. I emphasize the need for the immediate implementation of national laws prohibiting genocide denial and the glorification of war criminals in Bosnia. In my section on *Genocide Denial Has Fatal Consequences* I draw attention to the extent to which the glorification of convicted war criminals as well as public gatherings of the Ravna Gora

ultranationalist Chetnik organization in Republika Srpska, has inspired anti-immigrant and anti-Muslim terrorists in Norway and New Zealand. In both attacks the perpetrators indicated in their actions and their manifestos that they were modeling themselves after Radovan Karadžić and extreme Serb nationalism. The ICTY and the international community have ultimately failed to address such toxic ultra-nationalism at its source.

Here is a link to the report:

https://www.gfbv.de/fileadmin/redaktion/Reporte_Memoranden/2020/DokuSrebrenica062020Endfassung.pdf

April 30, 2020: Participation in "Together We Remember" 24-hour virtual global vigil concluding Genocide Awareness and Prevention Month. I participated in "Together We Remember," a 24-hour global series of virtual events on Zoom, broadcast live on Facebook, to 14 remember victims of the Holocaust and genocides around the world. I participated in the hour hosted by the Illinois Holocaust Museum. Members of my Board (Bosnian American Genocide Institute and Education Center in Chicago) read the names of 86 victims of the Korićani cliffs massacre (murdered when they were being transported from a concentration camp) who were exhumed and buried in recent years. I participated in the research about the massacre, preparation of the presentation, and reading the names.

January 8, 2017. Panel Discussion following screening of *I Came to Testify*, Bosnian American Genocide Institute and Education Center, Chicago, IL (This documentary film tells the story of women who were victims of rape in Foča 1992-1995, and who testified at the International Criminal Tribunal for the former Yugoslavia, leading to convictions of three perpetrators. I made a presentation providing, in part, an overview of a number of the related judgements.)

Invited Participant in Programs at Keene State College
"Coming To Terms with *After*," A New England Colloquy hosted by Cohen Center for Holocaust and Genocide Studies, Keene State College. A day-long conversation around the problem of bearing witness to extreme trauma that is central to our study of Holocaust and genocide as well as other life-shattering experiences. July 23, 2014.

"Rwanda: Lessons and Legacies," A New England Colloquy for Genocide Scholars and Civic Leaders Cohen Center for Holocaust and Genocide Studies, Keene State College, July 26, 2012.

II. Teaching Experience

Teaching Innovation Highlight
I created a Website to support my students' learning, titled "Ethical Responses to Genocide," in 2008. http://pettigrewd1.southernct.edu/index.html

Teaching Innovation Highlight
Fall 2013: I created a new course, **JST 204 "An Introduction to Holocaust and Genocide Studies: Stories of Resistance, Rescue, and Survival."** The course is a Tier 2 Liberal Education Program "Global Awareness" course. I offered the course for the first time in the Fall semester, 2013. Beginning in the Spring semester 2014, the course was taught as a writing intensive course. **I now teach 2 - 3 sections as writing intensive courses each semester.**

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Teaching Innovation Highlight
Fall 2019: I developed a new version of **PHI 270 W Philosophy of Education**, as a writing intensive course, including readings and written assignments exploring the transformative dimensions of education through the work of Plato, Ivan Illich, Paulo Freire, and John Dewey. Insofar as this course was traditionally required for all education majors, we engaged in reflections, in the context of the work of Dewey, and Freire, on the transformative potential of selected readings from Holocaust and Genocide literature. These reflections were, in part, in response to the May 10, 2018 Law (**Public Act 18-24, the Connecticut Holocaust and Genocide Education and Awareness Act)** requiring Holocaust and Genocide Education in Social Studies classes in the Public Schools. **The course was permanently approved as a writing intensive course for Spring 2023.**

Representative Courses Taught.

PHI 408 Existentialism. This is an upper-level course in the Philosophy Department Major. The course engages Nietzsche, Heidegger, Sartre, Merleau-Ponty, Derrida, and Levinas.

PHI 420W American Philosophy. James, Peirce, and Dewey.

PHI 307 19th Century Philosophy. This course engages Hegel, Marx and Nietzsche.

PHI 207W Philosophy of Education. Plato, Bell Hooks, Ivan Illich, Paulo Freire, and John Dewey.

PHI 100 Introduction to Philosophy (An LEP Tier 1 Critical Thinking Course)

JST 204 W "An Introduction to Holocaust and Genocide Studies: Stories of Resistance, Rescue, and Survival," (An LEP Tier 2 Global Awareness Course)

Honors College Courses
HON 251 Race and Ethnicity in the 19th Century. (Co- taught with Armen Marsoobian, Professor of Philosophy.)

HON 210 Self and the Ancient World (I team taught on one occasion with David Levine, Professor of Art History, and on two other occasions with Francesca Pennisi, Professor of Foreign Languages)

LINKS Program
I was one of the first SCSU faculty members, in Spring semester 1995, to teach in this innovative program. Students in a LINK cohort would take 3 Gen Ed requirements together, including courses such as English, Sociology, and Philosophy. LINKS professors would design their courses around a common theme, share syllabi, link assignments and work together to support student success.

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SCORE. In the spring of 1997 I participated in the fourth semester of the SCORE program. This innovative program offered an alternate route to the satisfaction of the all-university core curriculum requirements. Students took a three-hour block of integrated interdisciplinary courses. The spring 1997 theme was "Time: The Presence of the Past." My contribution to the course incorporated readings from Augustine, Aristotle, Bergson and Freud.

Honors Thesis Committees

As Director
Doreen Mercado, "The Global Phenomenon of Human Trafficking: The Challenge of an Ethical Response," 2011.

Jedidiah Mohring " *Bemerkungen zu Kunst-Plastik-Raum*": An Original Translation and Critical Essay, 2004.

Philip Beasley Murray, "Heidegger and the *Heart Sutra*: A Comparison of Being and *Inter*Being," 2005.

As Committee Member

Asma Rahimyar, "Examining the Extent of, and International Non-Response to, Human Rights Violations Within Soviet Occupied Afghanistan," Spring, 2021.

Steven A. Kriston, "Approaching Democracy: A Study of the Philosophical and Theoretical Foundation of the American Constitution," Spring 1995.

Edward T. Murnane, Jr. "Explaining the National Security Agency: The Bureaucracy vs. The Democracy; Government Secrecy and Surveillance in Theoretical Perspective," Spring 1993.

Masters Thesis Committees

As Committee Member
Tiffani McCoy in Women's Studies, "Rape as a Weapon of War in Bosnia and Rwanda," December 2011.

As Director
Kathleen Whipple in Women's Studies, "Challenging Feminist Standpoint Theory," 2003.

As Committee Member
Suzanne Duesing's Masters Thesis Committee in Environmental Education with Dr. Susan Hageman and Dr. Edie McMullen (Yale University), Spring 1997

Invited Outside Reader for Honors Theses at Wesleyan University
Monica Eliza Achitoff-Gray's "Virtual Epidemics: Registers of Emergence in an Age of Biosecurity," April 2009.

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Raymond Joshua Iser Scannell's "A Strangely Silent Roar: Elemental Resistances and Uncertain Sovereignties in the New Urban World" (Departmental Honors in Sociology), April 2008.

Independent Studies:
Over the years I have often directed independent studies with students. In some cases these are courses needed for graduation that do not benefit from sufficient enrollment so the course has to be taught as an independent study. Courses taught as an independent study have included:

PHI 408 Existentialism
PHI 321 Philosophy of Science
PHI 307 19th Century Philosophy
PHI 306 Modern Philosophy
JST 204 An Introduction to Holocaust and Genocide Studies: Stories of Resistance, Rescue, and Survival.

Curriculum Related Project Proposal Grants received from SCSU Faculty Development to support pedagogical innovation:

I received a curriculum grant (co-authored with David Levine) to create a course entitled "Aesthetic Responses to Fascism: The Case of the Spanish Civil War: The Creation of an LEP /Tier 3 course," **2013-2014.**

I received a curriculum grant (co-authored with David Levine) to create a course entitled: "Memory and Representation in Holocaust and Genocide Studies," **2011-2012.** (This led to the creation of JST 204, "An Introduction to Holocaust and Genocide Studies: Stories of Resistance, Rescue, and Survival")

I received a curriculum grant (co-authored with Professor Workman) to create a website and multi-media materials to support teaching and learning in my PHI 200 Problems in Philosophy classes ("Ethical Responses to Genocide"). The website provides students with resources for studying genocides addressed by the course. **2008-2009.**

Credit Load Detail

Spring 2023
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies
PHI 207 02W Philosophy of Education
PHI 321 01   Philosophy of Science (Independent Study)
1 Credit reassigned time as liaison to The Connecticut Department of Education Holocaust and Genocide Education Advisory Committee.

Fall 2022
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies

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JST 204 03W An Introduction to Holocaust and Genocide Studies
PHI 408 01W Existentialism (as five independent studies)
1 Credit reassigned time as liaison to 1 Credit reassigned time as liaison to The Connecticut
Department of Education Holocaust and Genocide Education Advisory Committee.

Spring 2022
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies

Fall 2021
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies

Spring 2021
Sabbatical Leave

Fall 2020
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies
PHI 408 80W Existentialism
1 Credit reassigned time as University Digital Evaluation Facilitator

Spring 2020
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
3 credits Research Reassigned Time Award from School of Arts and Sciences
3 credits Reassigned time for service as Chairperson of the Promotion and Tenure Committee

Fall 2019
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 270 03W Philosophy of Education
3 credits Reassigned Time for Digital Evaluation (2) and for Social Justice Curricular Task Force
(1)

Spring 2019
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 420 01W American Philosophy
3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Fall 2018
JST 204 01W An Introduction to Holocaust and Genocide Studies

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JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies
PHI 307 01W 19th Century Philosophy
2 Credits Reassigned Time for Digital Evaluation (1) and for Social Justice Curricular Task Force (1)

Spring 2018
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
JST 204 03W An Introduction to Holocaust and Genocide Studies
3 credits Reassigned time for service as Chairperson of the Promotion and Tenure Committee

Fall 2017
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 100 10N Introduction to Philosophy
PHI 408 01W Existentialism

Spring 2017
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
3 credits Reassigned time for service as Chairperson of the Promotion and Tenure Committee
PHI 420 01W was cancelled with 16 students

Fall 2016
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 100 24N Introduction to Philosophy
PHI 200 01W Problems in Philosophy

Spring 2016
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 420 01W American Philosophy
3 credits Reassigned time for service as Chairperson of the Promotion and Tenure Committee

Fall 2015
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 200 01W Problems in Philosophy
PHI 200 02W Problems in Philosophy

Spring 2015
JST 204 01W An Introduction to Holocaust and Genocide Studies
JST 204 02W An Introduction to Holocaust and Genocide Studies
PHI 420 01W American Philosophy

3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Fall 2014
JST 204 01W An Introduction to Holocaust and Genocide Studies
PHI 100 16N Introduction to Philosophy
PHI 200 02W Problems in Philosophy

Spring 2014
JST 204 01W An Introduction to Holocaust and Genocide Studies
PHI 200 03W Problems in Philosophy
PHI 200 04W Problems in Philosophy
3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Spring 2013
JST 204 01   An Introduction to Holocaust and Genocide Studies
PHI 200 04W Problems in Philosophy
PHI 306 02   Age of Reason: Galileo to Kant
PHI 408 01   Phenomenology and Existentialism

Fall 2013
Sabbatical Leave

Spring 2012
PHI 200 03W Problems in Philosophy
PHI 200 04W Problems in Philosophy
PHI 306 01   Age of Reason: Galileo to Kant
PHI 307 01   19th Century Philosophy
3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Fall 2011
PHI 200 01W Problems in Philosophy
PHI 200 02W Problems in Philosophy
PHI 296 01   Ancient Philosophy
PHI 370 01   Philosophy of Education

Spring 2011
PHI 200 01W Problems in Philosophy
PHI 200 02W Problems in Philosophy
HON 251 01 Race and Ethnicity
HON 495   Thesis
3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Fall 2010
PHI 200 01 Problems in Philosophy
PHI 200 02 Problems in Philosophy
PHI 408 01 Phenomenology and Existentialism

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Spring 2010
PHI 200 02W Problems in Philosophy
PHI 306 01   Age of Reason: Galileo to Kant
PHI 307 01   19th Century Philosophy
3 credits Reassigned Time for service as Chairperson of the Promotion and Tenure Committee

Fall 2009
PHI 200 01 Problems in Philosophy
PHI 200 00 Problems in Philosophy
PHI 408 01 Phenomenology and Existentialism

Spring 2009
PHI 200 02W Problems in Philosophy
PHI 200 04W Problems in Philosophy
PHI 307 01   19th Century Philosophy

Fall 2008
PHI 200 01 Problems in Philosophy
PHI 408 01W Phenomenology and Existentialism

Spring 2008
PHI 200 02W Problems in Philosophy
PHI 200 05W Problems in Philosophy

Fall 2007
PHI 200 01   Problems in Philosophy
PHI 200 12   Problems in Philosophy
PHI 296 01L Ancient Philosophy

Spring 2007
PHI 200 02L   Problems in Philosophy
PHI 200 07L   Problems in Philosophy
PHI 296 01L   Ancient Philosophy
PHI 306 01   Age of Reason

Fall 2006
PHI 200 03   Problems in Philosophy
PHI 200 03L Problems in Philosophy
PHI 408 01L Phenomenology and Existentialism

Spring 2006
PHI 200 01L   Problems in Philosophy
PHI 200 02L   Problems in Philosophy

Fall 2005

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Sabbatical Leave

Spring 2005
PHI 200 01L   Problems in Philosophy
PHI 307 02   19ᵗʰ Century Philosophy
PHI 370 01L. Philosophy of Education
PHI 495 01.   Department Honors

Fall 2004
PHI 200 01   Problems in Philosophy
PHI 200 04L Problems in Philosophy
PHI 408 01L Phenomenology and Existentialism
PHI 499 03   Independent Study

Spring 2004
HON 210 01 Idea of the Self in the Ancient World
PHI 200 01 L Problems in Philosophy
PHI 370 01L Philosophy of Education
PHI 495 01   Departmental Honors

Fall 2003
PHI 370 01L Philosophy of Education
PHI 370 06L Philosophy of Education
PHI 499 01   Independent Study

Spring 2003
HON 210 01 Idea of the Self in the Ancient World
PHI 200 01L Problems in Philosophy
PHI 370 01L Philosophy of Education
PHI 370 02L Philosophy of Education
WMS 591 06 Thesis Seminar II

Fall 2002
PHI 200 01L Problems in Philosophy
PHI 370 06L Philosophy of Education
PHI 408 01L Phenomenology and Existentialism
PHI 599 01   Directed Independent Study
WMS 590 06 Thesis Seminar I

Spring 2002
HON 210 01 Idea of the Self in the Ancient World
PHI 297 01L Medieval Philosophy
PHI 490 01 Philosophy Seminar

Fall 2001
PHI 200 01L Problems in Philosophy

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PHI 296 01L Ancient Philosophy
PHI 408 01L Phenomenology and Existentialism

(The preceding are representative teaching assignments. Previous teaching assignments 1987 – 2000 available on request).

III. Service to the Department and University.
(representative Service and leadership positions)

Department Service
Department Evaluation Committee (Chair, 1998-2001) (Member, 2001-2004) (2021-2023)
Department Sabbatical Committee (Alternate, 1997-1999); (Alternate, 2001-2004) (Member 2014-2023)
Department Personnel Committee (Chair, 1998-2001); (Alternate, 2001-2004) Member (2019-2023)
Department Curriculum Committee (Member, 1995-1997) (2022-2023)
Department Awards Committee (Member, 2007-2023)
Department Assessment (1992-1997)

University Service
Undergraduate Curriculum Committee (Representative, 1995-1997) (Representative or Alternate, 1998-2004; (Alternate 2017-2020)
Undergraduate Curriculum and Instruction Committee (Alternative, 1995-1997)

Elected to serve as Arts and Sciences Representative to the Liberal Education Program Committee, 2015-2018.

Elected from Faculty Senate as Member of the University Strategic Plan Steering Committee. Served as member of the Academic Excellence Working Group, 2013-15.

University Promotion and Tenure Committee, Member, 2002-2005; Alternate 2008-2010; Chairperson, 2009-12; Member, 2012-13; Chairperson 2013-2020.

Faculty Academic Strategic Planning Committee, Member 2001-2003; Chairperson, 2003-2005; Member 2006-2009; Co-Chair, 2010-2016. Chairperson 2017-2019; Co-Chairperson, 2019-2023.

Chairperson, Faculty Senate Academic Policy Committee, 2013-17; Co-Chairperson, 2017-2018; Chairperson 2018-19.

Member, University Faculty Senate Executive Committee, 2013-2019.

Faculty Senate, (Department Representative, 1997-1999) (Department Representative, 2004-2020) (Member, Academic Policy Committee).

Co-Advisor Prism-LBGTQIA Club, with Rachel Furey, September 2018 – December 2019.

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Advisor Young Democratic Socialists of America Club, September 2019 – December 2019.

Co-Coordinator of Yom HaShoah Commemorations at SCSU:
Co-Coordinator SCSU Holocaust Remembrance Program with David Levine and Deb Weiss.
I invited the speaker, organized the program, facilitated publicity, and hosted our 2017 Holocaust Remembrance Program speaker: Jason Stanley, Ph.D., Jacob Urowsky Professor of Philosophy, Yale University, discussed his grandmother Ilse Stanley's heroic efforts to rescue 400 Jewish prisoners from Sachenhausen concentration camp, 1936-1938. Monday April 24, 2017.

Co-coordinator, with David Levine, of SCSU Yom HaShoah/Holocaust Remembrance Program, with a presentation and discussion of David Fisher's documentary film *Six Million and One* (Israel, 2011, 93min.), Monday, April 28, 2014.
http://calendar.southernct.edu/index.php?eID=717

Co-coordinator, with David Levine, of SCSU Yom HaShoah/Holocaust Remembrance Program, including a panel discussion of Claude Lanzmann's published screenplay of *Shoah* on April 8, 2013,and a screening and discussion of selected scenes from the documentary film, April 10, 2013.

Co-coordinator, with David Levine, of SCSU Yom HaShoah/Holocaust Remembrance Program, including a panel discussion, including a panel discussion of Varian Fry's *Surrender on Demand,* April 2009.

Special Projects: Service to the University Community and Beyond.

Chairperson, Faculty Senate/Academic Affairs Curricular Task Force on Social Justice and Human Diversity September 2018 - December 2019.

Presentation of Honorary Doctorate *Honoris Causa* to Dr. J.-D. Nasio on behalf of Southern Connecticut State University, Connecticut State Colleges and Universities and The Board of Regents, Paris, France, March 14, 2017.
I nominated Dr. Nasio for an honorary degree. When the degree was approved, President Bertolino sent me to Paris to confer the degree in the presence of Dr. Nasio's colleagues and family.

Elected by the Faculty Senate to serve on the CSCU Students First Plan (Institutional Research/Assessment Team), 2017.

Elected by the Faculty Senate to serve on the Strategic Plan Implementation Committee, 2016.

Presiding Committee, Program Chairperson, SCSU Faculty Senate and Muslim Student Association Forum on Islam, February 3, 2016.

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Co-Chair of the Big Read at Southern
In 2007 and 2008 I was involved in organizing SCSU's participation in the Big Read. In 2007 we read Harper Lee's *To Kill a Mockingbird*, and in 2008 we read Ray Bradbury's *Fahrenheit 451*. In addition to organizing panel discussions about the books on campus, I incorporated the film versions of the book into our *Cinema du Monde* program, the university-wide film series I coordinated (see below). I worked closely with the Library director and Librarians on these projects.

Coordinator of University-Wide Lecture Series 1995 to 2009. Founder and Coordinator with primary responsibility for Annual University-wide Lecture Series, 1995 to 2009. This project was initiated in 1995 in collaboration with President Michael J. Adanti, Vice President for Academic Affairs Anthony Pinciaro, and Dean of Arts and Sciences, J. Philip Smith. I had primary responsibility for the invitation and hosting of the speakers. Each year we invited a number of speakers to lecture on scholarly topics of wide interest to our academic community. The lectures were generally co-sponsored by wide range of academic schools, departments and programs. The university-wide lectures were designed to enhance our intellectual culture and nurture our academic community as such in the interest of academic excellence. I began this initiative in 1995 with the invitation of Eric Rouleau, Middle East Specialist - Middle East Editor for *Le Monde*, and former French Ambassador to Turkey and Tunisia. The program provided the opportunity for broadly interdisciplinary intellectual discourse on social and ethical concerns. Invited Speakers have included:
Catherine Filloux, Playwright, author of "Lemkin's House,";
Eric Reeves, Professor of English, Smith College, Darfur expert;
Daniel Mendelsohn, Bard College, author of *The Lost: In Search of Six of Six Million*;
Clea Koff, author of *The Bone Woman* and forensic anthropologist;
Legendary filmmaker *Costa-Gavras*;
Herb Scannell, President of MTV and Nickelodeon;
Joachim Pissarro, (former) Curator at the Museum of Modern Art;
Eric Rouleau, Middle East Editor for Le Monde, French Ambassador to Turkey and Tunisia.

Coordinator of annual University-Wide Interdisciplinary Faculty Research Conference 1997- 2009. Founder and co-coordinator with primary responsibility for the annual interdisciplinary university-wide Faculty research conference. I worked with a coordinating committee that increased in size and interdisciplinary scope each year, a committee that almost always included Professors Pina Palma and Troy Paddock. The conference program generally involved 19 faculty from 13 departments and from three to four academic schools. The stated primary objective of the conference was to foster a culture of research and scholarship among faculty at SCSU. The conference was also designed to spark and continue a dialogue between our diverse range of departments and disciplines. In addition to the valuable sharing of research that occurred, we also hoped to encourage curricular collaborations. The conference offered an excellent opportunity for faculty to meet colleagues from across the university and to learn about their research. Moreover, it offered a rare opportunity to recognize and nurture our intellectual pursuits as such. Our gathering offered a space in which we could appreciate those ineffable moments that -- while difficult to address or assess in quantifiable terms -- are indispensable to our scholarly and pedagogical pursuits.
Selected Topics Included:

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11th Annual Conference 2009: "What's Past is Prologue: Whither the Humanities?"
10th Annual Conference 2008: "The Wake of Memory."
9th Annual Conference 2007: "Culture and Singularity: Alterity, Exposure, Dissent."
8th Annual Conference 2006: "Questioning Globalization."
7th Annual Conference 2004: "Inhabiting Thresholds: Thinking at the Limit"
6th Annual Conference 2003: "In Medias Res"
5th Annual Conference 2002: "from Tragedy"
4th Annual Conference 2001: "What are poets for in a destitute time…?"
3rd Annual Conference 2000: "On Responsibility"
2nd Annual Conference 1999:"The Stories We Tell: Narrativity Across the Disciplines"
1st Annual Conference 1997: "The Language of Thought: An Interdisciplinary   Interrogation"

Coordinator of Cinéma du Monde a university-wide film series: 2003- 2009.
I founded and coordinated a university-wide film series. SCSU Faculty were invited to host films. The host would introduce the film and facilitate a discussion. Cinéma du Monde presented *12-16* films per year. The program presented a full range of films from around the world, including Poland, Russia, Sweden, and Italy. Films were hosted by faculty from many departments including English, Media Studies, Philosophy, Psychology, Sociology, and World Languages and Literatures. Local residents also presented films on occasion. In addition, the films were linked to classes and programs. For example, in the spring 2009, the film "The Hours" (USA 2002), was hosted by Psychology Professor William Sherman and English Professor Vara Neverow. The film, based on a book that was based on the life and work of Virginia Woolf, was presented in conjunction with one of Professor Sherman's psychology classes (on psychopathologies). Professor Neverow is a Woolf scholar who brought scholarly depth to the discussion of the book and the film. Further, the film program gave sustained attention to the work of the legendary director Alfred Hitchcock. Steven Stockage and Jennifer Hudson hosted, respectively Hitchcock's "Rebecca" and "Strangers on Train". We presented Sydney Pollack's "Out of Africa," in conjunction with the *Southern Read*, our campus-wide common-read. Finally, in the spring, Roman Polanski's Academy Award winning film, "The Pianist," hosted by Krystyna Gorniak, was presented as part of our Holocaust Remembrance Program.

Mathematics and Science Education Reform in the Public Schools and Higher Education.

Background Summary I was engaged as coordinator or director of a variety of projects to encourage Standards-aligned reform in mathematics and science education in the Public Schools and within Higher Education. My involvement evolved in three stages. First I was coordinator of SCSU Project CONNSTRUCT under the auspices of the CT Academy for Education in Mathematics Science &Technology. Second, I was director of the Connecticut Pre-Engineering Program at SCSU that provided an intensive summer learning experience for New Haven High School students traditionally underrepresented in mathematics, science, and engineering. Third, I was director of seven consecutive Dwight D. Eisenhower Higher Education Grants providing professional development for teachers from area school districts including New Haven, Hamden, North Branford, Wallingford, Milford and Windsor.

Coordinator, SCSU Project CONNSTRUCT, a National Science Foundation-funded university initiative to restructure mathematics and science teacher education in Connecticut's urban centers. I wrote twenty-seven successful grants for funding for SCSU Project CONNSTRUCT activities from **1991 – 1996** and coordinated the grant-funded projects. **1992-1997.** The grant funded projects included *"Dialogues"* that brought together University Professors, Public School Teachers, and Community Members to discuss Standards-aligned reform; and *Co-Teaching Collaborations* that enabled public school teachers to co-teach a mathematics or science class required for teacher certification. CONNSTRUCT operated statewide under the auspices of the Connecticut Academy for Education in Mathematics, Science & Technology. As part of these efforts I was appointed as the inaugural **Distinguished Professor in Residence** at the Connecticut Academy for Education in Mathematics, Science & Technology. **Fall 1996- Spring 1997**. Served as the first Distinguished Professor in Residence at the Connecticut Academy for Education in Mathematics Science & Technology. The role was to provide advocacy for needed reforms in mathematics and science education K-12 in teacher education programs in the state. I spoke at national conferences, organized a state-wide conference, wrote one "op ed" piece that was published in various state newspapers, assisted the CT Academy in writing two multi-million dollar grants including a successful grant that continued the existence and work of the CT Academy.

Director, SCSU/CPEP (Connecticut Pre-Engineering Program) **1994, 1995, and 1996** Summer Science Enrichment program. A university-based summer program for New Haven inner-city minority High School students. This program provided an opportunity for New Haven High School students to participate in an innovative summer program on the SCSU campus. The program focused on mathematics, science, and language arts, with three-hour sessions in university lab facilities along with weekly field trips to science education centers. The classes were co-taught by teams of University Professors, Public School teachers and education majors (SCSU students).

Director, Eisenhower Higher Education grant-funded graduate course program and follow-up activities introducing Connecticut School teachers (grades K-6), to the National Science and Mathematics Education Standards as well as hands-on inquiry-based learning kits. Author of seven consecutive successful grants to support these graduate courses in **1996-2003**. I will refer to selected grants and projects immediately below. I collaborated closely with colleagues on the following selected grants, including in the order of the projects listed below, Professor Maria Diamantis (Education), Professor James Dolan (Physics), and Professor Martin Hartog (Math).

Academic Year 2002-2003 I co-taught EDU 599 "Inquiry-centered Mathematics with Interdisciplinary Applications for Grades 3-6," with Professor Maria Diamantis (August 2002-August 2003), The course met for one week August 2002 (23 hours), held six follow-up sessions during the academic year (23 hours), and concluded August 11 –15, 2003 (23 hours). The course explored the mathematics concepts and activities embedded in the STC and FOSS science kits with teachers from New Haven, Hamden, Wallingford, Middletown, and Windsor, where the kits were in use. The teachers developed strategies to integrate mathematics and science teaching and learning in their classrooms. (The course was supported by the university's seventh consecutive Eisenhower grant ($30,000) which I authored and administered.) I facilitated a number of the hands-on activities with the science kits and took primary responsibility for the FOSS

Measurement Kit. I collaborated closely with Professor Diamantis on this project.

June 2001-2002 I wrote a successful $18,000 *Connecticut Department of Higher Education Eisenhower Professional Development Grant* at SCSU. This grant funded a graduate course involving teachers from New Haven, Hamden, Wallingford, North Branford and Milford (elementary, middle, and high school teachers). The teachers worked in collaboration with SCSU co-teachers David Pettigrew and James Dolan to refine professional development efforts for the implementation of Standards-aligned science materials in the classrooms of the school districts. I presented a module on the philosophy of education of John Dewey. I collaborated closely with Professor James Dolan closely on this project.

June 1999-2000 I wrote a successful *Connecticut Department of Higher Education Eisenhower Professional Development Grant* at SCSU for an ad hoc graduate course in middle school mathematics with New Haven teachers, The five-week course focused on Standards-aligned hands-on, engaging mathematics activities as well the use of graphing calculators. I worked collaboratively with SCSU Professor Martin Hartog and Gateway Professor Miguel Garcia on this project.

Professional Memberships

Member, KRUG 99, Sarajevo, 2015- present.

Member, Steering Committee, Yale University Genocide Studies Program, 2011 – present.

Board Member, Bosnian American Genocide Institute and Education Center, Chicago, 2014-present.

Member, Institute for Research of Genocide Canada, 2011 – present.

Member of the Editorial Board: *Gatherings: The Heidegger Circle Annual*.

Vice President of the Connecticut Academy of Arts and Sciences, 2013 – present.

Member of the Connecticut Academy of Arts and Sciences, 1995 – present.

Elected Member, Heidegger Circle, 1995.

![Southern Connecticut State University logo] **Southern Connecticut State University**

SCSU

Office of the President

May 4, 2023

Terrence Cheng, President
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, Connecticut 06105

Dear President Cheng:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. David Pettigrew to you and the Board of Regents for designation as a Connecticut State University Professor, effective June 16, 2023.   In this distinguished appointment, Dr. Pettigrew, a Professor of Philosophy, would replace the recently retired Dr. Vivian Shipley, Professor of English, and join Southern's current CSU Professors: Dr. Elliott Horch, Professor of Physics and Dr. Troy Paddock, Professor of History.

The CSU Professor Advisory Committee, chaired by SCSU Chemistry Professor Adiel Coca, stated that Dr. Pettigrew met the benchmark of excellent in all three selection categories: creative activity, teaching, and service. During his long and distinguished career at Southern, which spans 36 years, he has developed an international reputation for his research and human rights activities related to the genocide in Bosnia and Herzegovina.

As part of this work, he has delivered lectures around the world and authored book chapters, journal articles, and op-ed essays. He has corresponded with world leaders regarding human rights violations in the region and for the last several years has campaigned inside Bosnia and from his desk in New Haven for the implementation of a law forbidding the authorities to engage in genocide denial. Locally, his efforts to assist schools to implement the Connecticut Holocaust and Genocide act are also notable.

A recipient of the SCSU Faculty Scholar Award in 2000, Dr. Pettigrew is a prolific author. He has co-edited three books in the area of contemporary French and German philosophy and psychoanalysis, translated nine books, authored thirteen book chapters, written three research articles, written seven book chapter translations, one article translation, and penned over one hundred op-ed essays during his tenure at Southern.

His service to the university and his profession has been exemplary. For example, Dr. Pettigrew served on the University Promotion and Tenure Committee for nearly two decades, including terms as Committee Chairperson from 2009-2012 and 2013-2020. He has also been a member of the SCSU Faculty Academic Strategic Planning Committee since 2002, often as chair. And he was a member of the Faculty Senate from 1997-1999 and 2004-2020. In 2016, he was the recipient of the **Robert Jirsa Service Award** for his outstanding service to the university.

This recommendation is in compliance with the terms of the process as outlined within the BOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Pettigrew to be presented to the Board of Regents for their consideration at the June 16th Board of Regents meeting. If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joe Bertolino
President

JB/meh

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 04/19/2023

Most Recent NECHE Institutional Accreditation Action and Date:

Continued in accreditation; approved at the Commission's meeting on 4/12/19

Program Characteristics

Name of Program: Official Certificate Program in Business Analytics

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

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

Program website: https://www.ccsu.edu/program/BusinessAnalytics_OCP/

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Completion: Spring 2024

Total # Credits in Program: 12

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

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

CIP Code Number: 30.7102   Title of CIP Code: Business Analytics

Department where program is housed: School of Business - Interdisciplinary

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

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

Provide the intended catalog description for this program: This graduate-level certificate is designed for today's business professionals and intended for those currently in the workforce or looking to develop their understanding of how business analytics improves the decision-making process. This certificate program is designed to help develop essential management skills including data analysis and insight, and the ability to make data-driven predictions for the future.

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

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

Phase Out Period   Date of Program Termination

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB; in accordance with the current accreditation standards the program will be accredited immediately and come under review in 2028.
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

Institutional Contact for this Proposal: Lisa Frank	Title: Interim Dean, School of Business	Tel.: 860-832-3209 e-mail: franklic@ccsu.edu

NOTES:
- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.

- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

This program increases access to Higher Education (Goal 2) and ensures sustainability for the future (Goal 5). The OCP in Business Analytics provides an opportunity for a variety of students by increasing their access to higher education and assisting with workforce upskilling and reskilling to meet job market demands. Data Analytics and its application in business are highly demanded and this OCP will increase the supply of business-trained data analytics professionals in the workforce of Connecticut and neighboring states.

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 Governor's Workforce Council WORKFORCE STRATEGIC PLAN 2020 recommends expanded accelerated programs that incorporate computer science and business disciplines. The PLAN states a strong demand for business analytical skills in the workforce including Excel, Tableau, quantitative analysis, critical thinking, and problem-solving skills. Business professionals with knowledge in data analytics are becoming more critical to organizations as the landscape continues to evolve and technology and 'big data' are valued everywhere, regardless of firm size or industry. This certificate is in response to the data-driven evolution in business, and high demand in the state of Connecticut for the workforce to possess these skills. Students can obtain the Official Certificate in Business Analytics separately or embed it in the MBA.

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

The CCSU School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), an accrediting body that recognizes less than 6% of business schools worldwide for their excellence. AACSB currently accredits all School of Business graduate and undergraduate programs and certificates. This new certificate will also fall under the AACSB umbrella, ensuring students of the quality of the program, the faculty who teach it, and our dedication to continuous improvement. The program is designed to take advantage of courses we already offer in the School of Business, and to leverage the expertise of our faculty in these curriculum offerings. Furthermore, we place a high expectation on faculty qualifications and expertise, ensuring only highly qualified faculty are teaching the courses in all programs, including certificate programs.

- 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 Office of Institutional Research and Assessment tracks enrollments and completions by gender and race/ethnicity. We will use this data to benchmark and to ensure continuous improvement.

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

The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing certificate programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.

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

We plan to use retention in the program benchmarked with overall retention to determine where interventions may be needed. Appropriate supports will be developed such as targeted in-person and virtual tutoring based on this need. We will track DFW rates to determine if tutoring and other support services are needed to address outcomes in specific courses.

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

This 12-credit program is stackable into the 30-credit MBA program business analytics or general tracks. It is readily accessible to students who obtained a business undergraduate degree, to non-business graduates who obtained a business minor, and to non-business majors.

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

There are no enrollments in the CSCU system with CIP 30.71, nor in the CSCU system. This CIP codes is new in 2020. We are also proposing a BS in Business Analytics, separate from this OCP proposal. The two programs will support each other, with the BS in Business Analytics creating a natural pipeline of students into the OCP.

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

The proposed program leverages the existing programs and the existing faculty. The program begins with the same Business Quantitative Analytics course that is characteristic of School of Business MBA program and requires 9 additional credits that are required from or chosen from courses that existing faculty are currently offering. This packaging allows the school to offer a certificate program that is stackable into the MBA and offers a unique marketing tool for graduate programs. Since the courses are already offered, there are no additional costs/resources needed for offering the new certificate program.

Special Resources

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

We anticipate no special resource needs based on this program because it leverages resources already in place, as described above.

Student Recruitment / Student Engagement

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

The new certificate will attract traditional and adult learners holding baccalaureate degrees who seek to supplement their existing skillset to advance their current career pathway, adult learners looking to learn new skills to explore new jobs and career pathways, and all learners who wish to distinguish themselves and future-proof their career regardless of the career path they choose. Our employer partners are seeking graduates with technical business knowledge coupled with analytical skills. Marketing will occur through our recruitment efforts, including Open House and On-the-Spot Enrollment days. Program sheets and a website serve to increase exposure to the program. Our graduate programs advisor will work with department chairs to increase enrollments directly from our undergraduate programs.

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

As this is a 12-credit certificate and is stackable into the MBA program we expect a very high retention rate, however, to ensure success in this program we will combine our efforts such as advising, program planning, outreach, faculty engagement, and high impact practices such as the Career Accelerator Program events to ensure student engagement, which positively correlates with retention.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s). What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

SOC Code	SOC Title	Median Estimated Earnings*
11-2021	Marketing Managers	$135,030
11-3031	Financial Managers	$131,710
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	$78,410
13-1111	Management Analysts	$93,000
13-1161	Market Research Analysts and Marketing Specialists	$63,920
13-1199	Business Operations Specialists (Business Continuity Planners)	$74,670
13-2022	Appraisers of Personal and Business Property	$61,340
13-2051	Financial and Investment Analysis	$91,580
13-2054	Financial Risk Specialists	$100,000
15-1211	Computer Systems Analysts	$99,270
15-1243	Database Architects	$123,430
15-1299	Computer Occupations (Information Technology Project Managers)	$95,270

15-2031	Operations Research Analysts	$82,360
15-2051	Data Scientists	$100,910
25-1011	Business Teachers, Postsecondary	$94,360
41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	$60,550
41-9031	Sales Engineers	$103, 710

*Median wages 2021 U.S https://www.onetonline.org/find/result?s=business+analytics

Applicable Industries

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

NAICS Code	NAICS Title
518210	Data Processing, Hosting, and Related Services
541611	Administrative Management and General Management Consulting Services
541612	Human Resources Consulting Services
541613	Marketing Consulting Services
541614	Process, Physical Distribution, and Logistics Consulting Services
541618	Other Management Consulting Services
541720	Research and Development in the Social Sciences and Humanities
551114	Corporate, Subsidiary, and Regional Managing Offices
522320	Financial Transactions Processing, Reserve, and Clearinghouse Activities
523940	Portfolio Management and Investment Advice
524292	Third Party Administration of Insurance and Pension Funds
524298	All Other Insurance Related Activities
525190	Other Insurance Funds
531210	Offices of Real Estate Agents and Brokers
531390	Other Activities Related to Real Estate
541910	Marketing Research and Public Opinion Polling
541219	Other Accounting Services
561110	Office Administrative Services
561499	All Other Business Support Services
611430	Professional and Management Development Training

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: The 12 credits obtained in the OCP in Business Analytics can be layered into the MBA program. ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Thinking Skills: Students will gather, analyze, and synthesize relevant data and information to solve problems and arrive at appropriate decisions.
2. Communication Skills: Students will prepare and deliver an effective business document.
3. Specialized Knowledge 1: Students will utilize quantitative analysis methods to identify salient information and trends in data.
4. Specialized Knowledge 2: Students will analyze the impact of organizational decisions on stakeholders.

Assessment of Learning Outcomes

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

Program learning outcomes are assessed directly through assigned cases that are aligned with the outcomes, and rubrics aligned with each learning outcome are the instruments through which achievement of the learning outcomes is measured. In addition, we conduct indirect assessment as recommended by our external accrediting body through the use of exit surveys that measure the students' perception of their achievement of the learning objectives.

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. Dana Wilkie
- Email: dwilkie@ccsu.edu   Phone: 860-832-3216

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: Interim Assistant Dean and Graduate Programs Advising Specialist

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0 or 1

What percentage of program credits will be taught by adjunct faculty? 25% or less

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

Adjunct faculty who teach in the program will be qualified based on our external accrediting body standards. The minimum qualifications require a master's degree in the area of teaching and substantial professional experience commensurate with the expectations for a graduate level class.

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. Xiao Ling, Assistant Professor	PhD, McMaster University, Ontario	Business Administration	
Dr. Chulho Chris Lee, Professor	PhD, Saint Louis University	Business Administration	Dept. Chair
Dr. Michael Gendron, Professor	PhD, University at Albany, State Univ. of NY	Information Science	
Dr. Ruoqing Zhang, Assistant Professor	PhD, New Mexico State University	Business Administration	

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Core Required Courses (6 credits)			
BUS 538 Business Quantitative Analytics	LO-1, LO-2, LO-3, LO-4	Admission to a School of Business graduate program, or permission of the Associate Director of Graduate Programs	3
BUS 540 Business Intelligence and Analytics	LO-1, LO-2, LO-3	BUS 538, or Admission to a School of Business graduate program, or permission of the Associate Director of Graduate Programs	3
Electives- pick two (6 credits)			
BUS 542 Web Analytics	LO-1, LO-2, LO-3, LO-4	Admission to MBA program or permission of MBA director.	3
BUS 544 Business Process Modeling	LO-1, LO-2, LO-3	Admission to MBA program or permission of MBA director.	3
BUS 546 Applications of Business Analytics	LO-1, LO-2, LO-3	Admission to MBA program or permission of MBA director.	3
BUS 548 Business Decision Models	LO-1, LO-2, LO-3, LO-4	BUS 538, or Admission to a School of Business graduate program, or permission of the Associate Director of Graduate Programs.	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			12

What are the admissions requirements for the program?

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education (or the international equivalent) with an overall undergraduate GPA of at least 2.70 or higher. No GMAT is required. Applicants with a GPA < 2.70 will be considered for conditional admission.

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Application to the Official Certificate Program in Business Analytics includes online submission of the application, official transcripts, and an application fee; see http://www.ccsu.edu/grad/admission/. In addition, applicants must submit a current resume. Instructions for uploading the resume will be found within the online graduate application.

International Students: In addition to the above, international applicants must meet University standards for international admission including submission of:

·   Unless waived by the University, TOEFL or IELTS scores;

·   Course-by-course evaluation of foreign credentials from a NACES member evaluation service; and,

·   Original translations of foreign academic record.

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

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

Describe the prospective students for the program:
The new certificate will attract traditional and adult learners holding baccalaureate degrees who seek to supplement their existing skillset to advance their current career pathway, adult learners looking to learn new skills to explore new jobs and career pathways, and all learners who wish to distinguish themselves and future-proof their career regardless of the career path they choose.

<p style="text-align:center">**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**
Connecticut State Colleges & Universities

NEW CERTIFICATE – BELOW THRESHOLD REPORT</p>

SECTION 1: GENERAL INFORMATION

Institution: Central CT State University	Date of Submission to CSCU Office of the Provost: 04/19/2023

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

Program Characteristics
Name of Program: Literacy Studies in Culturally Sustaining and Compassionate Pedagogies
Modality of Program *(check all that apply)*: ☒On ground   ☐ Online   ☒ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus   ☐ Off Campus   ☐ Both
Program website:
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*:   **Graduate Certificate**
Anticipated Program Initiation Date: Fall 2023
Anticipated Date of First Completion: Spring 2024
Total # Credits in Program: 12
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:   1

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

CIP Code Number: 13.1315   Title of CIP Code: Reading Teacher Education

Department where program is housed: Literacy, Elementary and Early Childhood Education (LEECE)
Location Offering the Program *(e.g., main campus)*: main campus- CCSU

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

Provide the intended catalog description for this program: The certificate scaffolds teachers towards an understanding of why culturally sustaining and compassionate educational practices are essential in today's classrooms and how to integrate them with current classroom practices. This graduate certificate offers teachers the tools necessary to create a compassionate and culturally relevant practice. The enrolled students will (1) analyze the connection between language, power, social position, and privilege; (2) employ compassionate conversations to develop culturally sustaining pedagogies; (3) integrate critical literacy practices with classroom instruction; and (4) foster civic action committed to equity and justice.

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

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
    o identify credential: students can use these courses towards the MS which prepares for a 102 endorsement
    o confirm NC-SARA requirements met: ☐ Yes   ☐ No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Julia Kara-Soteriou	Title: Department Chair	Tel.: 832-2181 e-mail: karaiou@ccsu.edu

NOTES:

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* Prepare students to succeed in the 21st century by exposing them to differences in culture and ways of thinking, equity issues, and the advantages of an inclusive society (Goal 1.C SP2030)

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 program is designed for current teachers in CT. The certificate prepares them to address student needs of the day, especially post pandemic. The certificate is designed to be "stackable" with the MS and SYC in Reading and Language Arts that leads to the 102 and 97 endorsements respectively.

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

  The certificate is a comprised of existing courses that are offered as part of the MS, thus no additional costs to offer the program. It is hoped that by offering it as a stackable credential it will encourage more students to complete the MS.

- 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?

    Currently the School of Education's assessment efforts require the disaggregation of data along gender and race/ethnicity. We will be able to track all students within the program from application to 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.

    As a graduate program for currently certified teachers, many of these are not issues as the students have already demonstrated the ability to do college level work successfully. That said, the school is committed to student success and will provide any additional supports needed to assist students such as tutoring, test preparation, assistance with endorsements through the CSDE.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

    If inequities are identified, the Dean's Office will assist the program faculty in determining the root cause of the inequities and take measures to remediate the inequities. The most frequent inequity appears to be at the point of application. The school has already adopted new policies and procedures to make the application process more equitable and/or flexible to provide more opportunities for students.

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

  The certificate program is a direct pathway to the MS in Reading and Language Arts at CCSU

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

  This certificate program would be unique to CCSU. No other CSU currently offers this program.

Cost Effectiveness and Availability of Adequate Resources

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

The certificate consists of courses that are currently offered for our MS program. The packaging of the courses into a certificate that is also stackable into the MS program, provides more of a stepwise approach to completing the MS as well as a unique marketing tool. Since the courses are already offered there are no additional costs/resources for offering the program.

Special Resources

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

Not applicable

Student Recruitment / Student Engagement

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

The sources of enrollment are currently certified CT teachers with an interest in enhancing their teaching skills in the area of Literacy and those who are considering extending their endorsement to include the 102 and/or 97

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

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 25-2021/25-2031 Elementary/Secondary School Teachers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $60,000-$69,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 611110 Elementary and Secondary Schools

Career/Program Pathways

Does this program prepare students for another program?   ☒ Yes, specify program: MS in Reading and Lang Arts   ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Students will engage in the readings by scholars in the field to recognize and analyze connections among language, power, social position, and privilege. Students will complete a series of reflection papers to demonstrate their understanding of how these topics impact classroom practice.

2. Students will demonstrate their understanding for how to foster classroom dialogue that engages K-12 students in critical and compassionate learning by leading class discussions that allow for multiple perspectives and develop an understanding of culturally sustaining pedagogies.

3. Students will integrate critical literacy practices and social and emotional learning with classroom instruction. Students will demonstrate this learning outcome by creating a series of lesson plans that demonstrate how they have integrated critical literacies and culturally sustaining pedagogies with a current unit of study.

Assessment of Learning Outcomes

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

Assessments are embedded within the courses and scored against a rubric, including: submitted lesson plans, class discussions, and written reflective assignments.

Program Administration

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

- Name: Dr. Julia Kara-Spteriou

- Email: karaiou@ccsu.edu   Phone: 860-832-2181

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

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: must have appropriate degree and credentials (Ph.D/EDD) in the subject area.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
J. Kara-Soteriou	Ph.D.- Univ of CT	Language and Literacy 16yrs	Dept Chairperson
H. Abadiano	Ph.D Ohio State Univ	Language and Literacy 30 yrs	
J. Edwards	Ph.D. Univ North Texas	Language and Literacy 4yrs	
K. Mulcahy	Ph.D. Univ of CT	Language and Literacy 20 yrs	

Curriculum

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

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

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NEW CERTIFICATE – BELOW THRESHOLD REPORT

MUST SELECT 4 from this list			
LLA 515 Lit Instruction for English Learners	1,2	Admission to the program	3
LLA 517 or LLA 617 Introduction to Critical Literacy/Crit Lit in Practice	1, 2, 3	Admission to the program	3
LLA 521 Literacy Instruction for Diverse Populations	1,2,3	Admission to the program	3
LLA 523 Social Emotional Learning Through Literacy Instruction	1,2,3	Admission to the program	3
LLA 525 Creative Language Arts	1,2,3	Admission to the program	3
LLA 603 Teaching Multicultural Literature in the Classroom	1,2,3	Admission to the program	3
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			12

What are the admissions requirements for the program? Standard graduate admissions for the university but must possess CT teacher certification.

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

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

Describe the prospective students for the program: Prospective students are currently certified teachers in CT with an interest in enhancing their teaching skills in the area of Literacy and/or those seeking additional endorsements in the area of Literacy such 102 (remedial) or 97 (reading specialist).

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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SECTION 1: GENERAL INFORMATION

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

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation, 4/12/19

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **3**

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

Original Program Characteristics
Name of Program: **Theatre, BA**
OHE #:   00111
Modality of Program *(check all that apply)*: ☒**On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Arts**
Date Program was Initiated: 1966
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

Modified Program Characteristics
Name of Program: Theatre, BA
Modality of Program *(check all that apply)*: ☒**On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Arts**
Initiation Date for Modified Program: Fall 2023
Anticipated Date of First Graduation: Spring 2027
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

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

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

Institutional Contact for this Proposal: Christie Maturo	Title: Associate Prof.	Tel.: 860-832-3155 e-mail: cmaturo@ccsu.edu

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

Six credits of the Theatre core were changed from 300-level to 200-level status to facilitate transfer from community college programs. To ensure upper-level rigor in the BA, we increased the number of elective credits required at the 300-400 level from 6 credits to 9 credits. There are no changes to the total number of credits nor the relative distribution of core (28 credits) and elective credits (12 credits).

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
6 elective credits at 300-400 level	**6**	**9 elective credits at 300-400 level**	**9**
Total Credits Original Program	**40**	**Total Credits Modified Program**	**40**

Learning Outcomes - L.O.

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

1. Analyze the interrelationships of theatrical disciplines in performance or design through constructive critique of classwork, and theatrical production and performance
2. Apply research to an actual or theoretical creation to demonstrate mastery of performance or craft
3. Collaborate effectively with faculty and peers using processes reflective of professional theatre
4. Plan, prepare, and execute aspects of productions that approach professional-level theatre

Assessment of Learning Outcomes

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

1. There is an embedded assignment in TH 253: Script Analysis, which is evaluated by faculty according to a rubric. Students are assessed on the dimensions of analysis of text, synthesizing text, and critique of performance/production.

2. There is an embedded assignment in TH 121: Costuming, which is evaluated by faculty according to a rubric. Students are assessed on costume plot, research images, inspiration board, costume renderings, and design board.

3. This will be assessed in TH 115: Play Production.

4. This will be assessed in TH 4xx: Projects.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
TH 111: Stagecraft	2, 3, 4		3
TH 115: Play Production	1, 2, 3, 4	Departmental permission	4

TH 117: Lighting or TH 121: Costuming	2, 3, 4		3
TH 145: Acting I	1, 2, 3		3
TH 147: Fundamentals of Design	1, 2, 3		3
TH 253: Script Analysis	1, 2, 4		3
TH 260: Directing for the Stage	1, 2, 3, 4		3
TH 274: History of Theatre I	1, 2		3
TH 276: History of Theatre II	1, 2		3
Open Electives (*Indicate number of credits of open electives*)			12
Total Program Credits:			40

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
N/A

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

There are no additional costs associated with these modifications. Courses are offered in rotations that optimize enrollments over a 2-year cycle.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.ccsu.edu/theatre/

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

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

Request for SAA Approval for Veterans Benefits? ☒ ☐No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The Theatre B.A. is a comprehensive program that teaches students practical application of techniques and theory related to performance, design, technology, and production. Additionally, students develop and refine skills in communication, personal responsibility, collaboration, and creative problem solving. This degree prepares students to work in an increasingly diverse and multicultural world.

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):

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

27-2011 Actors -- $31.31 mean hourly wage[1]

27-2012 Producers and Directors -- $101,950 mean annual wage[2]

27-4014 Sound Engineering Technicians -- $67,360 mean annual wage[3]

27-4015 Lighting Technicians -- $58,000 mean annual wage[4]

25-1121 Art, Drama, and Music Teachers, Postsecondary -- $86,240 mean annual wage[5]

Applicable Industries

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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

711510: Actors, independent

711110: Theaters

711310: Theater operators with facilities

711320: Theater operators without facilities

611610: Performing arts schools

611110: Elementary and secondary schools

711100 - Performing Arts Companies

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Master of Fine Arts ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Christie Maturo, (860) 832.3155, cmaturo@ccsu.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Admissions Requirements

What are the admissions requirements for the program? N/A

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: The Department of Theatre actively participates in CCSU's Open House and Accepted Students Days. Department members also conduct outreach to local high school theatre programs and the department offers "shadow days" where students visit campus and attend classes. We also offer matinee performances of 3 mainstage shows where we invite high school theatre programs to a free performance and talkback with CCSU faculty and students. We currently have 32 first-time applicants for fall 2023, which is over a 100% increase in applications from this time last year. Of our applicants, 29 are from CT and many have indicated preference in Performance or Technology, Design, and Production.

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

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

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation, 4/12/19

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **15**

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

Original Program Characteristics
Name of Program: **Theatre with Specialization in Performance, BFA**
OHE #: **00111**
Modality of Program (*check all that apply*): ☒**On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Fine Arts**
Date Program was Initiated: 1973
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

Modified Program Characteristics
Name of Program: Theatre with Specialization in Performance, BFA
Modality of Program (*check all that apply*): ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Fine Arts**
Initiation Date for Modified Program: Fall 2023
Anticipated Date of First Graduation: Spring 2027
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

Department where program is housed: Theatre
Location Offering the Program (*e.g., main campus*): Main Campus

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

Institutional Contact for this Proposal: Christie Maturo	Title: Associate Prof.	Tel.: 860-832-3155 e-mail: cmaturo@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

These changes integrate Theatre core courses into the BFA with specialization in Performance. The changes also modernize the curriculum to further prepare students for careers in the industry. In particular, we substitute Theatre for Social Change with Makeup I, and Theatre Practicum (6 credits) with two courses (Directing for the Stage and Thesis Project in Acting or Directing for Theatre Practicum). These changes do not increase the total number of credits for the program, but change the relative distribution across core courses (increase to 27 credits), specialized performance requirements (increase to 21 credits), and guided electives (decrease to 12 credits). These changes streamline students' path to degree completion, while providing students with enough flexibility to explore their interests.

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
TH 146: Theatre for Social Change	3	**TH 126: Makeup**	3
TH 101: Theatre Practicum	6	**TH 488: Thesis Project in Acting or Directing**	3
		TH 117: Lighting or TH 121: Costuming	3
Guided elective	3	**TH 147: Theatre Design Fundamentals**	3
Guided elective	3	**TH 260: Directing for the Stage**	3
Total Credits Original Program	60	**Total Credits Modified Program**	60

Learning Outcomes - L.O.

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

1. Analyze the interrelationships of theatrical disciplines in performance or design through constructive critique of classwork, and theatrical production and performance
2. Apply research to an actual or theoretical creation to demonstrate mastery of performance or craft
3. Collaborate effectively with faculty and peers using processes reflective of professional theatre
4. Plan, prepare, and execute aspects of productions that approach professional-level theatre

Assessment of Learning Outcomes

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

1. There is an embedded assignment in TH 253: Script Analysis, which is evaluated by faculty according to a rubric. Students are assessed on the dimensions of analysis of text, synthesizing text, and critique of performance/production.

2. There is an embedded assignment in TH 121: Costuming, which is evaluated by faculty according to a rubric. Students are assessed on costume plot, research images, inspiration board, costume renderings, and design board.

3. This will be assessed in TH 115: Play Production.

4. This will be assessed in TH 4xx: Projects.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
TH 111: Stagecraft	2, 3, 4		3
TH 115: Play Production	1, 2, 3, 4	Department Permission	3
TH 117: Lighting or TH 121: Costuming	2, 3, 4		3
TH 145: Acting I	1, 2, 3		3
TH 147: Theatre Design Fundamentals	1, 2, 3		3
TH 253: Script Analysis for the Theatre	1, 2, 4		3
TH 260: Directing for the Stage	1, 2, 3, 4	TH 147 and TH 253	3
TH 274: History of Theatre I	1, 2		3
TH 276: History of Theatre II	1, 2		3
TH 126: Makeup I	2, 4		3
TH 135: Speaking Voice I	2, 4		3
TH 143: Improvisation and Ensemble	1, 2		3
TH 235: Movement for Actors I	1, 2		3
TH 246: Acting II	1, 2, 3	TH 143 and TH 145	3
TH 347: Acting III – Scene Study	1, 2, 3	TH 246 and TH 253	3
TH 488: Thesis Project in Acting or Directing	1, 2, 3, 4	Instructor Permission	3
Open Electives (*Indicate number of credits of open electives*)			12
Total Program Credits:			60

Description of Related Modification(s)	

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
N/A

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

There are no additional costs associated with these modifications. Courses are offered in rotations that optimize enrollments over a 2-year cycle.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.ccsu.edu/program/Theatre_BFA/

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

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

Request for SAA Approval for Veterans Benefits?   ☒ ☐No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In addition to developing a foundation in theatre – its history and the process of creating -- this specialization focuses on training the voice, body, and inner life of the actors so they may live authentically within the imaginary world. Understanding human behavior, relating to the given

circumstances, specifying actionable objectives, and justifying motivations are some of the core principles addressed in this specialization.

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):

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

27-2011 Actors -- $31.31 mean hourly wage[1]

27-2012 Producers and Directors -- $101,950 mean annual wage[2]

29-1125 Recreational Therapists (e.g., drama therapists) -- $53,900 mean annual wage[3]

Applicable Industries

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

711510: Actors, independent

711110: Theaters

711310: Theater operators with facilities

711320: Theater operators without facilities

611610: Performing arts schools

711300 - Promoters of Performing Arts, Sports, and Similar Events

622200 - Psychiatric and Substance Abuse Hospitals

623100 - Nursing Care Facilities (Skilled Nursing Facilities)

623300 - Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Master of Fine Arts   ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Christie Maturo, (860) 832.3155, cmaturo@ccsu.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Admissions Requirements

What are the admissions requirements for the program? Audition required. Students admitted to pre-BFA until audition is successfully completed. Overlap in the Theatre Core and electives of the BA and BFA ensures that any coursework pursued as a BFA is applicable to the BA.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐
If yes, describe: Students complete a senior thesis/capstone project in acting or directing.

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program: The Department of Theatre actively participates in CCSU's Open House and Accepted Students Days. Department members also conduct outreach to local high school theatre programs and offers "shadow days" where students visit campus and attend classes. We also offer matinee performances of 3 mainstage shows where we invite high school theatre programs to a free performance and talkback with CCSU faculty and students. We currently have 32 first-time applicants for fall 2023, which is over a 100% increase in applications from this time last year. Of

our applicants, 29 are from CT and many have indicated preference in Performance or Technology, Design, and Production.

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

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

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation, 4/12/19

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **15**

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

Original Program Characteristics
Name of Program: **Theatre with Specialization in Technology, Design, and Production, BFA**
OHE #: 00111
Modality of Program (*check all that apply*): ☒**On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Fine Arts**
Date Program was Initiated: 1973
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

Modified Program Characteristics
Name of Program: **Theatre with Specialization in Technology, Design, and Production, BFA**
Modality of Program (*check all that apply*): ☒**On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Fine Arts**
Initiation Date for Modified Program: Fall 2023
Anticipated Date of First Graduation: Spring 2027
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501   Title of CIP Code: Drama and Dramatics/Theatre Arts

Department where program is housed: Theatre
Location Offering the Program (*e.g., main campus*): Main Campus

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

Institutional Contact for this Proposal: Christie Maturo	Title: Associate Prof.	Tel.: 860-832-3155 e-mail: cmaturo@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

These changes integrate the Theatre core courses into the BFA with specialization in Technology, Design, & Production. The changes help scaffold student learning to more advanced levels of design and modernize the curriculum to further prepare students for careers in the industry. In particular, we: substitute Makeup I (formerly 2 credits) with Theatre Design Fundamentals (3 credits); add options to Scene Painting (Scene Painting or Intro to Sound or Properties Design and Construction); increase the number of credits for Stage Management from 2 to 3 credits because we added a Production Management element to the course; and incorporate the core courses of Play Production and Directing for the Stage while reducing 400-level projects from 6 to 3 credits and guided electives from 13 to 8 credits. These changes do not increase the total number of credits for the program, but change the relative distribution across core courses (increase to 27 credits), specialized requirements (increase to 30 credits), and guided electives (decrease to 8 credits). These changes streamline students' path to degree completion, while providing students with some flexibility to explore their interests.

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
TH 126: Makeup I	2	TH 147: Theatre Design Fundamentals	3
TH 213: Scene Painting	3	TH 213: Scene Painting OR TH 201: Intro to Sound OR TH 219: Properties Design and Construction	3
TH 251: Stage Management	2	TH 351: Stage and Production Management	3
TH 400-level Projects	3	TH 115: Play Production	3
Guided Electives	13	TH 260: Directing for the Stage	3
		Guided Electives	8
Total Credits Original Program	65	Total Credits Modified Program	65

Learning Outcomes - L.O.

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

1. Analyze the interrelationships of theatrical disciplines in performance or design through constructive critique of classwork, and theatrical production and performance
2. Apply research to an actual or theoretical creation to demonstrate mastery of performance or craft
3. Collaborate effectively with faculty and peers using processes reflective of professional theatre
4. Plan, prepare, and execute aspects of productions that approach professional-level theatre

Assessment of Learning Outcomes

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

1. There is an embedded assignment in TH 253: Script Analysis, which is evaluated by faculty according to a rubric. Students are assessed on the dimensions of analysis of text, synthesizing text, and critique of performance/production.

2. There is an embedded assignment in TH 121: Costuming, which is evaluated by faculty according to a rubric. Students are assessed on costume plot, research images, inspiration board, costume renderings, and design board.

3. This will be assessed in TH 115: Play Production.

4. This will be assessed in TH 4xx: Projects.

Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
TH 111: Stagecraft	2, 3, 4		3
TH 115: Play Production	1, 2, 3, 4	Department Permission	3
TH 117: Lighting	2, 3, 4		3
TH 145: Acting I	1, 2, 3		3
TH 147: Theatre Design Fundamentals	1, 2, 3		3
TH 253: Script Analysis for the Theatre	1, 2, 4		3
TH 260: Directing for the Stage	1, 2, 3, 4	TH 147 and TH 253	3
TH 274: History of Theatre I	1, 2		3
TH 276: History of Theatre II	1, 2		3
TH 121: Costuming	2, 3, 4		3
TH 211: Rendering & Drawing for the Stage	1, 2, 3	TH 121 and TH 147	3
TH 213: Scene Painting OR TH 201: Intro to Sound OR TH 219: Properties Design and Construction	1, 2		3
TH 217: CAD for the Theatre	1, 2	TH 111 and TH 211	3
TH 316: Scene Design	1, 2	TH 147, TH 217, and departmental permission	3
TH 318: Lighting Design	1, 2	TH 117 and TH 211	3
TH 332: Costume Design	1, 2	TH 211	3
TH 333: Period Styles	1, 2		3
TH 351: Stage Management	1, 2, 3, 4		3
TH 4xx: Projects	1, 2, 3, 4	Varies based on focus	3
Open Electives (*Indicate number of credits of open electives*)			8
Total Program Credits:			65

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
N/A

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

There are no additional costs associated with these modifications. Courses are offered in rotations that optimize enrollments over a 2-year cycle.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.ccsu.edu/program/Theatre_BFA/

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

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

Request for SAA Approval for Veterans Benefits?   ☒ ☐No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In addition to developing a foundation in theatre – its history and the process of creating -- this specialization focuses on training students to acquire the necessary technical skills used in theatre production including scenery, costuming, lighting, sound, properties, stage management and technical direction. This tract fosters a passion for design, storytelling, behind-the-scenes experience and collaborative process.

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):

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

27-2012 Producers and Directors -- $101,950 mean annual wage[2]

27-4014 Sound Engineering Technicians -- $67,360 mean annual wage[3]

27-4015 Lighting Technicians -- $58,000 mean annual wage[4]

Applicable Industries

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

711110: Theaters

711310: Theater operators with facilities

711320: Theater operators without facilities

611610: Performing arts schools

512100 - Motion Picture and Video Industries

Career/Program Pathways

Does this program prepare students for another program?   ☒ Yes, specify program: Master of Fine Arts   ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Christie Maturo, (860) 832.3155, cmaturo@ccsu.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1

Admissions Requirements

What are the admissions requirements for the program? Interview required. Students admitted to pre-BFA until interview is successfully completed. Overlap in the Theatre Core and electives of the BA and BFA ensures that any coursework pursued as a BFA is applicable to the BA.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐
If yes, describe: Students complete a special project in their area of focus.

Program Work Experiences

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Prospective Students

Describe the prospective students for the program: The Department of Theatre actively participates in CCSU's Open House and Accepted Students Days. Department members also conduct outreach to local high school theatre programs and offers "shadow days" where students visit campus and attend classes. We also offer matinee performances of 3 mainstage shows where we invite high school theatre programs to a free performance and talkback with CCSU faculty and students. We currently have 32 first-time applicants for fall 2023, which is over a 100% increase in applications from this time last year. Of our applicants, 29 are from CT and many have indicated preference in Performance or Technology, Design, and Production.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

dSECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 02/13/23

Most Recent NECHE Institutional Accreditation Action and Date:

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **12**

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

Original Program Characteristics
Name of Program: BA- Art and Design
OHE #:
Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **BA**
Date Program was Initiated:
Total # Credits in Program: 120
Credits in General Education: 45
CIP Code Number: 36.0110   Title of CIP Code: ART

Modified Program Characteristics
Name of Program: BA- Art and Design
Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*:
Initiation Date for Modified Program: Fall 2023
Anticipated Date of First Graduation:
Total # Credits in Program: 120
Credits in General Education: 45
CIP Code Number: 36.0110   Title of CIP Code: ART

Department where program is housed: Department of Art and Design
Location Offering the Program *(e.g., main campus)*: main campus

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

Institutional Contact for this Proposal: Greg Cochenet	Title: Professor, DCC Chair	Tel.: 2-8880 e-mail: cochenetg1

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

The BA in Art and Design allows you to combine art and design disciplines in ways to help you achieve personal and professional learning goals. With the guidance of an advisor in the Department of Art and Design, you can self-curate knowledge and skills across a range of courses in the Department of Art and Design including all studios, art history and art education. This flexible BA in Art and Design is also a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design.

Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
		ART 114 (LEP T1 TF)	**3**
ART 150 (LEP T2 CD)	3	**ART 150 (LEP T2 CD)**	3
ART 493 (LEP T3 Cap)	3	~~ART 493 (LEP T3 Cap)~~	~~3~~
ART 104	3	**ART 104**	3
ART 105	3	**ART 105**	3
ART 112	3	**ART 112**	3
ART 113	3	**ART 113**	3
ART 151	3	**ART 151**	3
Art History 300+	3	~~Art History 300+~~	~~3~~
Art History 300+	3	~~Art History 300+~~	~~3~~
Six courses of studio art, with at least two courses at, or above, the 300-level	18	~~Six courses of studio art, with at least two courses at, or above, the 300-level~~	~~18~~
		Seven additional courses taken within the Department of Art and Design	**21**
Total Credits Original Program	**45**	**Total Credits Modified Program**	**42**

Learning Outcomes - L.O.

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

1. Please see page 19 of attachment from Art Department StAR Report
2.
3.
4.
5.

Assessment of Learning Outcomes

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

Detailed Curriculum for Modified Program

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Please see pages 20 – 23 of attached Art Department StAR Report			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			

Description of Related Modification(s)

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

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website:

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

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

Catalog Description

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

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):

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

Applicable Industries

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

Career/Program Pathways

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program Administration and Faculty   Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):   How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?   How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements   What are the admissions requirements for the program?
Graduation Requirements   Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ No   If yes, describe:
Program Work Experiences   Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No   If yes, describe and attach copies of the contracts or other documents ensuring program support:
Prospective Students   Describe the prospective students for the program: This flexible BA in Art and Design is a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design. For student demographics, please see pages 14 – 15 of attached Art Department StAR Report.

CT STATE
COMMUNITY COLLEGE
Modified Certificate Template

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the "Summary of Changes." Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document.

Directions: *Please provide the date, name of originator, title, and campus below*.

Date: 11/29/2022

Name of Originator: Ray Leite

Title of Originator: Professor of Digital Arts Technology

Primary Campus of Originator: Naugatuck Valley Community College

ALIGNED

Credit Certificate Program Name:	**Credit Certificate Program Name**:
Digital Arts Technology: Audio Production Certificate (DATX-CC-AUD)	Digital Arts Technology: Audio Production Certificate (DATX-CC-AUD)

MODIFIED

Summary of Changes:

Modifying the course sequence to better serve DAT and MUSIC students, each of whom may elect to pursue this certificate. Since this is not a music certificate, it was important to rearrange the offerings so the less than 30% of the required courses were in that discipline. If kept as is, the Audio certificate would have had to go through the music accreditation. Since this isn't a specialized music certificate, this is unnecessary and undesirable, as it is not geared exclusively to musicians, but more toward audio technicians.

Effective Date of Changes: Fall 2023

Certification Description: Students who complete the certificate in Audio Production will be able to work in the fields of electronic music composition and audio production. Students will be exposed to important historical aspects of compositional styles, the impact of technology on music and art, and the technological tools to compose and edit audio for use in advertising, marketing, business, and media industries. Certificate credits also apply to the Digital Arts Technology degree program and for transfer to BA/ BS programs at other colleges.	**Certification Description:** Students who complete the certificate in Audio Production will be able to work in the fields of electronic music composition and audio production. Students will be exposed to important historical aspects of compositional styles, the impact of technology on music and art, and the technological tools to compose and edit audio for use in advertising, marketing, business, and media industries. Certificate credits also apply to the Digital Arts Technology degree program and for transfer to BA/ BS programs at other colleges.
Certificate Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to: - Demonstrate efficient time management and organizational practices. - Practice effective communication both independently and as part of a team. - Analyze and evaluate the properties of sound, human hearing, and sound reproduction systems. - Apply industry-standard techniques and tools to complete multi-track recording projects. - Compose original electronic music compositions. - Complete significant projects resulting in a robust demo reel. Courses in this program require access to the Naugatuck Valley DAT Computer Studio Lab. Or a student must have a computer with specialized software (including Adobe Creative Cloud, Avid Pro-Tools, and others as industry dictates) to take the Hy-Flex courses.	**Certificate Learning Outcomes:** Upon successful completion of all program requirements, graduates will be able to: - Demonstrate efficient time management and organizational practices. - Practice effective communication both independently and as part of a team. - Analyze and evaluate the properties of sound, human hearing, and sound reproduction systems. - Apply industry-standard techniques and tools to complete multi-track recording projects. - Compose original electronic music compositions. - Complete significant projects resulting in a robust demo reel. Courses in this program require access to a digital arts Computer Studio Lab. Or a student must have a computer with specialized software (including Adobe Creative Cloud, Avid Pro-Tools, and others as industry dictates) to take the Hy-Flex courses.

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
MUS 1001	Music History & Appreciation I	3	Eligibility for ENG 1010	MUS 1001	Music History & Appreciation I	3	Eligibility for ENG 1010
MUS 1100 OR MUS 1101, plus MUS 1201	Fundamentals of Music OR Music Theory I, plus Music Ear Training I	3 3 plus 1	MUS 1101 and MUS 1201 must be taken concurrently	THR 2295 OR MUS 1100 OR THR 1122	Theater Practicum II OR Fundamentals of Music (or higher MUS course) OR Sound Design and Production	3 3 3	
DAT 1511	Electronic Audio Production I	3	DAT 1001, or permission of instructor	DAT 1511	Electronic Audio Production I	3	DAT 1001, or permission of instructor
DAT 2511 OR THR 2223	Electronic Audio Production II OR Plays in Production II: Musical Theater	3 3	DAT 1511	DAT 2511	Electronic Audio Production II	3	DAT 1511
DAT 1525	Acoustics and Sound Design	3	DAT 1001, or permission of instructor	DAT 1525	Acoustics and Sound Design	3	DAT 1001, or permission of instructor
DAT 2535	Studio and On-Site Recording	3	DAT 1511 or DAT 1525	DAT 2535	Studio and On-Site Recording	3	DAT 1511 or DAT 1525
	Certificate Program Total Credits	**18-19**			**Certificate Program Total Credits**	**18**	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it must include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Statewide Discipline Council: _Amy Royal_ Sandra Jeknavorian on 04-24-2023

4/21/2023

PACC: _Amy Royal_ on 04-24-2023

Congress: _____ on 5/1/2023

CT State Area of Study Dean: _B.L. Baker_ on 5/2/2023

CT State Provost: _____ on 5/1/2023

CT STATE
COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	PC Signature	CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
ACC				
CCC				
GWCC				
HCC				
MCC				
MxCC				
NVCC				
NWCC				
NCC				
QVCC				
TRCC				
TxCC				

Type of Proposal.

	LEGACY Program (*degree or certificate*) to be aligned under CT State
	LEGACY Course to be aligned under CT State
	NEW Program (*degree or certificate*)
	NEW Course
	MODIFICATION of an Existing Aligned Program (*degree or certificate*)
	MODIFICATION of an Existing Aligned Course
	DISCONTINUATION of a Program (*degree or certificate*)
	DISCONTINUATION of a Course
	OTHER (*please describe*):

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

Program Name (Aligned):

Program Name (Modified):

Degree Type (Aligned):

Degree Type (Modified):

Summary of Modifications:

Program Description (Aligned):

Program Description (Modified):

Program Learning Outcomes (Aligned):

Upon successful completion of all program requirements, graduates will be able to:

Program Learning Outcomes (Modified):

Upon successful completion of all program requirements, graduates will be able to:

	Below are the general education requirements for the CT State General Education core (approved by the BOR 5/14/2020).	
1	**ENG 1010 Composition**	**3 credits**
2	**MATH 1000 or higher - college-level mathematics,** *recommended pathway varies by program*	**3-4 credits**
3	**Arts & Humanities Gen Ed Courses ARHX** *Recommend course varies by program*	**3 credits**
4	**Choose one from:** **Scientific Reasoning Gen Ed Courses SCRX** **Scientific Knowledge Gen Ed Courses SCKX** *Recommended course varies by progam*	**3-4 credits (lab optional in some programs)**
5	**Choose one from:** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** *Recommended course varies by program*	**3 credits**
6	Choose one from: **Oral Communication Gen Ed Courses ORAX** **Written Communication II Gen Ed Courses WRIX** *Recommended course varies by program*	**3 credits**
7	Choose one from: **Continued Learning/Information Literacy Gen Ed Courses CLIX** **Scientific Knowledge Gen Ed Courses SCKX** **Scientific Reasoning Gen Ed Courses SCRX** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** **Written Communication II Gen Ed Courses WRIX** **Oral Communication Gen Ed Courses ORAX** This is a program-designated course fulfilled in most cases by **CCS 1001 - College & Career Success**	**3-4 credits**
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.	
	General Education Total:	**Total: 21-25 credits**

	Course Number	Course Name	# of Credits			Course Number	Course Name	# of Credits
	General Education Core Courses (21-25 credits) (Aligned)					**General Education Core Courses (21-25 credits) (Modified)**		
1.	ENG 1010	English Composition	3		1.	ENG 1010	English Composition	3
2.					2.			
3.					3.			
4.					4.			
5.					5.			
6.					6.			
7.					7.			
	General Education Core Credits					**General Education Core Credits**		

	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #
	Program Requirements (36-39 credits) (Aligned)					**Program Requirements (36-39 credits) (Modified)**			
1.					1.				
2.					2.				
3.					3.				
4.					4.				
5.					5.				
6.					6.				
7.					7.				
8.					8.				
9.					9.				
10.					10.				
11.					11.				

12.					12.				
13.					13.				
14.					14.				
15.					15.				
16.					16.				
17.					17.				
18.					18.				
19.					19.				

Program Requirement Credits		Program Requirement Credits	
General Education Core Credits		General Education Core Credits	
Program Total Credits (60-61)		Program Total Credits (60-61)	

Resource needs have been discussed with Library Services and Information Technology Operations.
(*Complete if applicable*.)

Name and Title	Signature of Originator	Date

☐ No Library Services needed
☐ No Technology Services needed

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council		
School Area Curriculum Council	*Terrence Delaney*	4/23/2023
Curriculum Congress	*Jason Scholwin*	5/1/2023
School Area Academic Dean	*B.L. Baker*	
CT State Provost	*[signature]*	5/1/2023
*Campus CEO (if applicable)		
*CT State President (if applicable)		

SUPPLEMENTAL DOCUMENT PROVIDED FOR VISUAL CLARITY.

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date: 3-1-23	Primary Campus of Originator: Gateway
Name of Originator: Carmelita Valencia Daye	Title of Originator: ECE and PTC Program Coordinator

Program Name (Aligned):

ECED: Early Childhood Education

Program Name (Modified):

ECED: Early Childhood Education

Degree Type (Aligned):

AS (ECED-AS)

Degree Type (Modified):

AS (ECED-AS)

Summary of Modifications:

This is to modify the aligned ECED: Early Childhood Education AS degree program to reflect TWO options - a career and transfer. So that for both options, there is only a 12-credit difference.

Program Description (Aligned):

Program Description (Modified):

Program Description (Aligned): The Early Childhood Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of all young children from birth through age eight in the 21st century. The curriculum provides a comprehensive general education core, pedagogical practice through field experiences, and a solid theoretical foundation in primary education as well as prepares graduates for transfer (course by course) to a baccalaureate program and prepares students for immediate employment in inclusive, diverse, and culturally responsive early care and education settings. For individuals currently employed in the field, this degree program strengthens and enhances professional competencies, skills, knowledge, and employability. Field work is a principal instructional method and a requirement in specific program courses. Additional fees for field work such as background checks, fingerprinting, and other related costs are associated with this program of study. Education majors are expected to complete a minimum of 100 hours of observation and/or field work prior to student teaching and at minimum of 200 hours of student teaching.	Program Description (Aligned): The Early Childhood Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of all young children from birth through age eight in the 21st century. The curriculum provides a comprehensive general education core, pedagogical practice through field experiences, and a solid theoretical foundation in primary education as well as prepares graduates for transfer (course by course) to a baccalaureate program and prepares students for immediate employment in inclusive, diverse, and culturally responsive early care and education settings. For individuals currently employed in the field, this degree program strengthens and enhances professional competencies, skills, knowledge, and employability. Field work is a principal instructional method and a requirement in specific program courses. Additional fees for field work such as background checks, fingerprinting, and other related costs are associated with this program of study. Education majors are expected to complete a minimum of 100 hours of observation and/or field work prior to student teaching and at minimum of 200 hours of student teaching.

Program Learning Outcomes **(Aligned)**:	Program Learning Outcomes **(Modified)**:
Upon successful completion of all program requirements, graduates will be able to:	Upon successful completion of all program requirements, graduates will be able to:
Upon successful completion of all program requirements, graduates will be able to: Know and promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development. Design and deliver a challenging, high-quality, twenty-first century curriculum. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing CT State Community College - Modification of an Aligned Program (Below Threshold) themselves to reflection and evaluation, continuous professional development, self-	Upon successful completion of all program requirements, graduates will be able to: Know and promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development. Design and deliver a challenging, high-quality, twenty-first century curriculum. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing CT State Community College - Modification of an Aligned Program (Below Threshold) themselves to reflection and evaluation, continuous professional development, self-

advocacy, and advocacy for children, families, and the profession.

Areas of study in this degree program include the 21st century learning skills, language education(including bilingual), reading, writing, literature for a young audience, multiliteracies, anti-bias and multicultural education, communication written and oral, creativity and innovation, global awareness, cultural competency, self-directed learning, digital literacies, critical media literacy, STEM, multimodality, special education, teamwork/collaboration, professional growth, curricula, problem-solving, advocacy, the 21st century learning skills, and leadership. In the interaction and interplay of these areas, our students and faculty seek to broaden the scope to meet the needs of all learners in a diverse society.

Students are expected to complete a minimum of 100 hours of observation and/or field placement prior to student teaching and a minimum of 200 hours of student teaching.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

The following programs are accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children:

A.S. Early Childhood Education, Asnuntuck Community College
-Current term 3/1/2018-3/31/2025
A.S. Early Childhood Education and A.A. CSCU Pathway Transfer Degree: Early Childhood Teacher Credentialing Studies ECTC Level A, Capital Community College - Current term 3/1/2020-12/31/2022
A.S. Early Childhood Education, Gateway Community College - Current term 7/1/2017-7/31/2024

advocacy, and advocacy for children, families, and the profession.

Areas of study in this degree program include the 21st century learning skills, language education(including bilingual), reading, writing, literature for a young audience, multiliteracies, anti-bias and multicultural education, communication written and oral, creativity and innovation, global awareness, cultural competency, self-directed learning, digital literacies, critical media literacy, STEM, multimodality, special education, teamwork/collaboration, professional growth, curricula, problem-solving, advocacy, the 21st century learning skills, and leadership. In the interaction and interplay of these areas, our students and faculty seek to broaden the scope to meet the needs of all learners in a diverse society.

Students are expected to complete a minimum of 100 hours of observation and/or field placement prior to student teaching and a minimum of 200 hours of student teaching.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

The following programs are accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children:

A.S. Early Childhood Education, Asnuntuck Community College
-Current term 3/1/2018-3/31/2025
A.S. Early Childhood Education and A.A. CSCU Pathway Transfer Degree: Early Childhood Teacher Credentialing Studies ECTC Level A, Capital Community College - Current term 3/1/2020-12/31/2022
A.S. Early Childhood Education, Gateway Community College - Current term 7/1/2017-7/31/2024

A.S. Early Childhood Inclusive Education, Housatonic Community College - Current term 7/1/2018-7/31/2025	A.S. Early Childhood Inclusive Education, Housatonic Community College - Current term 7/1/2018-7/31/2025
A.S. Early Childhood Education, Manchester Community College - Current term 7/1/2021-12/31/2023	A.S. Early Childhood Education, Manchester Community College - Current term 7/1/2021-12/31/2023
A.S. Early Childhood Education, Middlesex Community College -Current term 3/1/2021-3/31/2024	A.S. Early Childhood Education, Middlesex Community College -Current term 3/1/2021-3/31/2024
A.S. Early Childhood Education, Naugatuck Valley Community College - Current term 3/1/2019-3/31/2026	A.S. Early Childhood Education, Naugatuck Valley Community College - Current term 3/1/2019-3/31/2026
A.S. Early Childhood Education, Northwestern Connecticut Community College - Current term 3/1/2020-3/31/2023	A.S. Early Childhood Education, Northwestern Connecticut Community College - Current term 3/1/2020-3/31/2023
A.S. Early Childhood Education Career and A.A. Early Childhood Teacher Credential Studies (CSCU Transfer), CT State Community College Common Program Template (v. 12/12/22) Page | 5 CT State Community College - Modification of an Aligned Program (Below Threshold) Norwalk Community College -Current term 7/1/2019-7/31/202	A.S. Early Childhood Education Career and A.A. Early Childhood Teacher Credential Studies (CSCU Transfer), CT State Community College Common Program Template (v. 12/12/22) Page | 5 CT State Community College - Modification of an Aligned Program (Below Threshold) Norwalk Community College -Current term 7/1/2019-7/31/202
A.S. Early Childhood Education, Quinebaug Valley Community College - Current term 3/1/2020-3/31/2027	A.S. Early Childhood Education, Quinebaug Valley Community College - Current term 3/1/2020-3/31/2027
A.S. Early Childhood Education, Three Rivers Community College - Current term 3/1/2020-12/31/2022	A.S. Early Childhood Education, Three Rivers Community College - Current term 3/1/2020-12/31/2022
A.S. Early Childhood Education, Tunxis Community College -	A.S. Early Childhood Education, Tunxis Community College -

	Below are the general education requirements for the CT State General Education core (approved by the BOR 5/14/2020).	
1	**ENG 1010 Composition**	**3 credits**
2	**MATH 1000 or higher - college-level mathematics,** *recommended pathway varies by program*	**3-4 credits**
3	**Arts & Humanities Gen Ed Courses ARHX** *Recommend course varies by program*	**3 credits**
4	**Choose one from:** **Scientific Reasoning Gen Ed Courses SCRX** **Scientific Knowledge Gen Ed Courses SCKX** *Recommended course varies by program*	**3-4 credits (lab optional in some programs)**
5	**Choose one from:** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** *Recommended course varies by program*	**3 credits**
6	Choose one from: **Oral Communication Gen Ed Courses ORAX** **Written Communication II Gen Ed Courses WRIX** *Recommended course varies by program*	**3 credits**
7	Choose one from: **Continued Learning/Information Literacy Gen Ed Courses CLIX** **Scientific Knowledge Gen Ed Courses SCKX** **Scientific Reasoning Gen Ed Courses SCRX** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** **Written Communication II Gen Ed Courses WRIX** **Oral Communication Gen Ed Courses ORAX** This is a program-designated course fulfilled in most cases by **CCS 1001 - College & Career Success**	**3-4 credits**
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.	
	General Education Total:	**Total: 21-25 credits**

	General Education Core Courses (21-25 credits) (Aligned)				General Education Core Courses (21-25 credits) (Modified)		
	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
1.	ENG 1010	English Composition	3	1.	ENG 1010	English Composition	3
2.	MATH 1000	MATH 1000 or higher (MATH 1200 recommended)	3-4	2.	MATH 1004	Math for Elementary Ed: Algebra & Number Systems	3-4
3.	Elective Math	Mathematics Elective	3-4	3.			
4.	Elective ARHX	Arts and Humanities	3	4.	PHIL 1101	Ethics	3
5.	Elective SCRX or SCKX	Scientific Reasoning or Scientific Knowledge	3-4	5.	SCRX or SCKX	Elective Scientific Knowledge or Scientific Reasoning	3-4
6.	Elective HISX	Historical Knowledge	3	6.	HIST 1015 or HIST 1016	US History to 1877 or US History since 1877	3
7.	ENG 1020 or ENG 1080 Or Com	ENG 1020 Composition II and Literature or Composition II: Technical 3 7	3	7.	ENG 1020	Composition II and Literature	3
	General Education Core Credits				General Education Core Credits		

	Program Requirements (36-39 credits) (Aligned)					Program Requirements (36-39 credits) (Modified)			
	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #
1.	PSY 1011	General Psychology There was no room above	3		1.	PSY 1011	General Psychology I	3	Eligible ENG 1010
2.	CCS 1001	College & Career Success There was no room abo	3		2.	CCS 1001	College & Career Success	3	
3.	ECED 1002 or PSY 2004	Foundations of Child Development or PSY Child	3		3.	ECED 1002	Foundations of Child Development	3	

4.	ECED10 01	Introduction to Early Childhood Care and Education	3		4.	ECED 1001	Introduction to Early Childhood Care and Education	3	
5.	ECED25 15	Exceptional Learners	3		5.	ECED25 15	Exceptional Learners	3	ECED 1001 or permissi on
6.	Electives	ECED or ECDU or SPED Elective	6		6.	Electives	Open Elective s- Speak to GPA or transfer counsel	6	
7.	ECED 2331	Language Development and Emergent Literacy in Y	3		7.	ECED 2331	Language Development and Emergent Literacy in	3	ECED 1002 & ECED1
8.	ECED 2410	Observation, Documentation, and Assessment of Y	3	ECED1 002 &ECED 10	8.	ECED 2410	Observation, Documentation, and Assessment of	3	ECED 1002 &1001
9.	ECED 2875	Children, Families, and Communities	3	ECED 1001 & 1002	9.	ECED 2875	Children, Families, and Communities	3	ECED1 0017 ECED 10
10.	ECED 2322	Curriculum and Methods for Diverse Learners	3	ECED 210	10.	ECED 2322	Curriculum and Methods for Diverse Learners	3	ECED21 0
11.	ELECTI VES	ECED 1303 - Creative Arts and Experiences OR EC	3		11.	Elective	Open Elective: Recommended: MATH1410, Math	3	

12.	ECED 2695 or 2690 & 26	Student Teaching	6	All ECED courses with	12.	CED 2695 or 2690 & 2692	Student Teaching	6	All ECED courses with
13.					13.				
14.					14.				
15.					15.				
16.					16.				
17.					17.				
18.					18.				
19.					19.				

Program Requirement Credits		**Program Requirement Credits**	
General Education Core Credits		**General Education Core Credits**	
Program Total Credits (60-61)		**Program Total Credits (60-61)**	

CT STATE
COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	PC Signature	CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
ACC				
CCC				
GWCC				
HCC				
MCC				
MxCC				
NVCC				
NWCC				
NCC				
QVCC				
TRCC				
TxCC				

Type of Proposal.

	LEGACY Program (*degree or certificate*) to be aligned under CT State
	LEGACY Course to be aligned under CT State
	NEW Program (*degree or certificate*)
	NEW Course
	MODIFICATION of an Existing Aligned Program (*degree or certificate*)
	MODIFICATION of an Existing Aligned Course
	DISCONTINUATION of a Program (*degree or certificate*)
	DISCONTINUATION of a Course
	OTHER (*please describe*):

Modification of an Aligned Certificate

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the "Summary of Changes." Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document.

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

ALIGNED   **MODIFIED**

Credit Certificate Program Name:	**Credit Certificate Program Name**:
Summary of Changes:	
Effective Date of Changes:	

Certification Description:	**Certification Description:**
Certificate Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to:	**Certificate Learning Outcomes:** Upon successful completion of all program requirements, graduates will be able to:

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
	Certificate Program Total Credits				Certificate Program Total Credits		

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Resource needs have been discussed with Library Services and Information Technology Operations. (*Complete if applicable.*)

Name and Title	Signature of Originator	Date

☐ **No Library Services needed**
☐ **No Technology Services needed**

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council		
School Area Curriculum Council	*Terrence Delaney*	*4/23/2-2023*
Curriculum Congress	*Jason Scralney*	5/1/2023
School Area Academic Dean	*B.L. Baker*	
CT State Provost	*(signature)*	5/1/2023
*Campus CEO (if applicable)		
*CT State President (if applicable)		

Modification of an Aligned Certificate

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the "Summary of Changes." Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document. **SUPPLEMENTAL DOCUMENT PROVIDED FOR VISUAL CLARITY.**

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date: 3-1-23	Primary Campus of Originator: Norwalk Community College
Name of Originator: Jennifer Wood Heslin	Title of Originator: ECE Coordinator /Faculty

ALIGNED	**MODIFIED**
Credit Certificate Program Name: Early Childhood Education Certificate	**Credit Certificate Program Name**: ECED Early Childhood Education Certificate
Summary of Changes: Removing PSY 1011 - General Psychology I (PSY 111) and PSY 2004 Child & Adolescent Development (PSY 204) (Had this in as P	
Effective Date of Changes: 5/2/23 (voted on an approved by 7c's fall of 2023, approved by SDC in March 2023)	

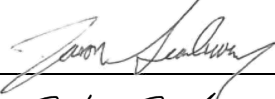| Certification Description:	Certification Description:
	The certificate is designed to develop skills and knowledge necessary and desirable to work with all young children and transfer to the Associate of Science degree Early Childhood Education program. Students who complete this 24-credit certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.
Certificate Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to:	**Certificate Learning Outcomes:** Upon successful completion of all program requirements, graduates will be able to: Upon successful completion of the ECED Certificate, a graduate should be able to: Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development. Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a

	child's learning and development including children with developmental delays and disabilities. Use effective communication in a professional setting.

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ECED 1002	Foundations of Child Development redits:3	3		ECED 1002	Foundations of Child Development redits:3	3	
0r PSY2004	Child and Adolescent Dev.	3	PSY 1001				
ECED1001	Introduction to Early Childhood Care and Education	3		ECED1001	Introduction to Early Childhood Care and Education	3	
ECED 2515	Exceptional Learners	3	Prerequisite: ECED 1001 and PSY 2004	ECED 2515	Exceptional Learners	3	ECED 1001
ECED 2331	Language Development and Emergent Literacy in Young Children	3	Prerequisite: ECED 1001 and PSY 2004	ECED 2331	Language Development and Emergent Literacy in Young Children	3	ECED 1001
PSY1011	PSY 1011 - General Psychology I	3	Eligibility for ENG 1010	ECED	ECED, EDUC, or SPED Electives	3	
COMM 1302	Interpersonal Communication	3	Eligibility for ENG 1010	COMM 1302	Interpersonal Communication	3	Eligibility for ENG 1010
OR-- COMM 1301	Public Speaking		Eligibility for ENG 1010	OR-- COMM 1301	Public Speaking		Eligibility for ENG 1010
OR-- COMM 1303	Group Communication		Eligibility for ENG 1010	OR-- COMM 1303	Group Communication		Eligibility for ENG 1010
OR-- ENG 1010	Composition			OR-- ENG 1010	Composition		
OR-- ENG 1080	Composition II: Technical Writing and Presentations		ENG1010 c or higher or	OR- ENG 1080	Composition II: Technical Writing and Presentations		ENG1010 c or higher or

			instructor permission				instructor permission
	ECED, EDUC, or SPED Electives	6			ECED, EDUC, or SPED Electives	6	
	Certificate Program Total Credits	24			**Certificate Program Total Credits**	24	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals PC Signature	New Programs/Courses		
		CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
ACC				
CCC				
GWCC				
HCC				
MCC				
MxCC	*Jill Flanigan*			
NVCC				
NWCC				
NCC				
QVCC				
TRCC				
TxCC				

Type of Proposal.

	LEGACY Program (*degree or certificate*) to be aligned under CT State
	LEGACY Course to be aligned under CT State
	NEW Program (*degree or certificate*)
	NEW Course
	MODIFICATION of an Existing Aligned Program (*degree or certificate*)
	MODIFICATION of an Existing Aligned Course
	DISCONTINUATION of a Program (*degree or certificate*)
	DISCONTINUATION of a Course
	OTHER (*please describe*):

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

Program Name (Aligned):

Program Name (Modified):

Degree Type (Aligned):

Degree Type (Modified):

Summary of Modifications:

Program Description (Aligned):

Program Description (Modified):

Program Learning Outcomes (Aligned):

Upon successful completion of all program requirements, graduates will be able to:

Program Learning Outcomes (Modified):

Upon successful completion of all program requirements, graduates will be able to:

	Below are the general education requirements for the CT State General Education core (approved by the BOR 5/14/2020).	
1	**ENG 1001 Composition**	**3 credits**
2	**MATH 1000 or higher - college-level mathematics,** *recommended pathway varies by program*	**3-4 credits**
3	**Arts & Humanities Gen Ed Courses ARHX** *Recommend course varies by program*	**3 credits**
4	**Choose one from:** **Scientific Reasoning Gen Ed Courses SCRX** **Scientific Knowledge Gen Ed Courses SCKX** *Recommended course varies by progam*	**3-4 credits (lab optional in some programs)**
5	**Choose one from:** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** *Recommended course varies by program*	**3 credits**
6	Choose one from: **Oral Communication Gen Ed Courses ORAX** **Written Communication II Gen Ed Courses WRIX** *Recommended course varies by program*	**3 credits**
7	Choose one from: **Continued Learning/Information Literacy Gen Ed Courses CLIX** **Scientific Knowledge Gen Ed Courses SCKX** **Scientific Reasoning Gen Ed Courses SCRX** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** **Written Communication II Gen Ed Courses WRIX** **Oral Communication Gen Ed Courses ORAX** This is a program-designated course fulfilled in most cases by **CCS 1001 - College & Career Success**	**3-4 credits**
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.	
	General Education Total:	**Total: 21-25 credits**

	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
	General Education Core Courses (21-25 credits) (Aligned)				**General Education Core Courses (21-25 credits) (Modified)**		
1.	ENG 1001	English Composition	3	1.	ENG 1001	English Composition	3
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
	General Education Core Credits				**General Education Core Credits**		

	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #
	Program Requirements (36-39 credits) (Aligned)					**Program Requirements (36-39 credits) (Modified)**			
1.					1.				
2.					2.				
3.					3.				
4.					4.				
5.					5.				
6.					6.				
7.					7.				
8.					8.				
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10.					10.				
11.					11.				

12.					12.				
13.					13.				
14.					14.				
15.					15.				
16.					16.				
17.					17.				
18.					18.				
19.					19.				

Program Requirement Credits		Program Requirement Credits	
General Education Core Credits		General Education Core Credits	
Program Total Credits (60-61)		Program Total Credits (60-61)	

Resource needs have been discussed with Library Services and Information Technology Operations.
(*Complete if applicable*.)

Name and Title	Signature of Originator	Date

☐ No Library Services needed
☐ No Technology Services needed

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	*Elaine Ippolito*	4/14/2023
School Area Curriculum Council	*Jill Flanigan*	5/1/2023
Curriculum Congress	*Jason Scealwin*	5/1/2023
School Area Academic Dean	*Paula Dowd*	
CT State Provost	*m fuede*	5/1/2023
*Campus CEO (if applicable)		
*CT State President (if applicable)		

CT STATE
COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	PC Signature	CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
ACC				
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GWCC				
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MxCC	*Jill Flanigan*			
NVCC				
NWCC				
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QVCC				
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TxCC				

Type of Proposal.

	LEGACY Program (*degree or certificate*) to be aligned under CT State
	LEGACY Course to be aligned under CT State
	NEW Program (*degree or certificate*)
	NEW Course
	MODIFICATION of an Existing Aligned Program (*degree or certificate*)
	MODIFICATION of an Existing Aligned Course
	DISCONTINUATION of a Program (*degree or certificate*)
	DISCONTINUATION of a Course
	OTHER (*please describe*):

Directions: *Please provide the date, name of originator, title, and campus below.*	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

Program Name (Aligned):

Program Name (Modified):

Degree Type (Aligned):

Degree Type (Modified):

Summary of Modifications:

Program Description (Aligned):

Program Description (Modified):

Program Learning Outcomes (Aligned):

Upon successful completion of all program requirements, graduates will be able to:

Program Learning Outcomes (Modified):

Upon successful completion of all program requirements, graduates will be able to:

Below are the general education requirements for the CT State General Education core (approved by the BOR 5/14/2020).

1	**ENG 1001 Composition**	**3 credits**
2	**MATH 1000 or higher - college-level mathematics,** *recommended pathway varies by program*	**3-4 credits**
3	**Arts & Humanities Gen Ed Courses ARHX** *Recommend course varies by program*	**3 credits**
4	**Choose one from:** **Scientific Reasoning Gen Ed Courses SCRX** **Scientific Knowledge Gen Ed Courses SCKX** *Recommended course varies by progam*	**3-4 credits (lab optional in some programs)**
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7	Choose one from: **Continued Learning/Information Literacy Gen Ed Courses CLIX** **Scientific Knowledge Gen Ed Courses SCKX** **Scientific Reasoning Gen Ed Courses SCRX** **Social/Behavioral Science Gen Ed Courses SBSX** **Historical Knowledge Gen Ed Courses HISX** **Written Communication II Gen Ed Courses WRIX** **Oral Communication Gen Ed Courses ORAX** This is a program-designated course fulfilled in most cases by **CCS 1001 - College & Career Success**	**3-4 credits**
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.	
	General Education Total:	**Total: 21-25 credits**

General Education Core Courses (21-25 credits) (Aligned)				General Education Core Courses (21-25 credits) (Modified)			
	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
1.	ENG 1001	English Composition	3	1.	ENG 1001	English Composition	3
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
General Education Core Credits				General Education Core Credits			

Program Requirements (36-39 credits) (Aligned)					Program Requirements (36-39 credits) (Modified)				
	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #
1.					1.				
2.					2.				
3.					3.				
4.					4.				
5.					5.				
6.					6.				
7.					7.				
8.					8.				
9.					9.				
10.					10.				
11.					11.				

12.					12.				
13.					13.				
14.					14.				
15.					15.				
16.					16.				
17.					17.				
18.					18.				
19.					19.				

Program Requirement Credits		Program Requirement Credits	
General Education Core Credits		General Education Core Credits	
Program Total Credits (60-61)		Program Total Credits (60-61)	

Resource needs have been discussed with Library Services and Information Technology Operations.
(*Complete if applicable.*)

Name and Title	Signature of Originator	Date

☐ No Library Services needed
☐ No Technology Services needed

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	*Elaine Ippolito*	4/14/2023
School Area Curriculum Council	*Jill Flanigan*	5/1/2023
Curriculum Congress	*Jason Scalora*	5/1/2023
School Area Academic Dean	*Paula Dowd*	
CT State Provost	*[signature]*	5/1/2023
*Campus CEO (if applicable)		
*CT State President (if applicable)		

CT STATE
COMMUNITY COLLEGE

COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	PC Signature	CEO Signature *(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)*	New Program Approval Supplement B *("Budget" included for each campus)*	New Program Approval Section 6 *("Cost Effectiveness and Resources" included for each campus)*
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GWCC				
HCC				
MCC				
MxCC	*Jill Flanigan*			
NVCC				
NWCC				
NCC				
QVCC				
TRCC				
TxCC				

Type of Proposal.

	LEGACY Program (*degree or certificate*) to be aligned under CT State
	LEGACY Course to be aligned under CT State
	NEW Program (*degree or certificate*)
	NEW Course
	MODIFICATION of an Existing Aligned Program (*degree or certificate*)
	MODIFICATION of an Existing Aligned Course
	DISCONTINUATION of a Program (*degree or certificate*)
	DISCONTINUATION of a Course
	OTHER (*please describe*):

CT STATE
COMMUNITY COLLEGE

Modification of an Aligned Certificate

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Directions: *Please provide the date, name of originator, title, and campus below*.	
Date:	Primary Campus of Originator:
Name of Originator:	Title of Originator:

ALIGNED   **MODIFIED**

Credit Certificate Program Name:	**Credit Certificate Program Name**:
Summary of Changes:	
Effective Date of Changes:	

Certification Description:	Certification Description:
Certificate Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to:	**Certificate Learning Outcomes:** Upon successful completion of all program requirements, graduates will be able to:

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
	Certificate Program Total Credits				Certificate Program Total Credits		

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Resource needs have been discussed with Library Services and Information Technology Operations. (*Complete if applicable.*)

Name and Title	Signature of Originator	Date

☐ **No Library Services needed**
☐ **No Technology Services needed**

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council	*Elaine Appolito*	4/14/2023
School Area Curriculum Council	*Jill Flanigan*	5/1/2023
Curriculum Congress	*Jason Scallon*	5/1/2023
School Area Academic Dean	*Paula Dowd*	
CT State Provost	*signature*	5/1/2023
*Campus CEO (if applicable)		
*CT State President (if applicable)		

Modified Certificate Template

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the "Summary of Changes." Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document.

Directions: *Please provide the date, name of originator, title, and campus below*.

Date: 11/29/2022

Name of Originator: Richard Lenoce

Title of Originator: Professor (Emeritus), Broadcast Communication and Multimedia

Primary Campus of Originator: Middlesex

ALIGNED   **MODIFIED**

Credit Certificate Program Name:	**Credit Certificate Program Name**:
New Media Production, Digital Marketing Certificate (NDGC-CC-NMP)	New Media Production, Digital Marketing Certificate (NDGC-CC-NMP)

Summary of Changes:

Modify curriculum to better serve students in the program. A.) Expanding course options in each of the following program requirement categories.

Any course in ACC/BBG/BES/BMG/ DGA/COM/ENG/ECN	3			Any course in ACCT/BMGT/BENT/ BMKT/BUSN/NMP/COMM/ENG/MATH/ ECON	3
Any course in ACC/BBG/BES/BMG/ DGA/COM/ENG	3			Any course in ACCT/BMGT/BENT/ BMKT/BUSN/NMP/COMM/ENG/MATH	3

B.) Including NMP 2090 Media Production Capstone as a capstone option.

Effective Date of Changes: Fall 2023	
Certification Description: The Digital Marketing certificate prepares students for entry-level digital marketing positions. It also can boost current marketable skills on a resume and help facilitate a career change. The Digital Marketing certificate is a career path that includes Business, Communications, English, and Digital Media Production courses. A review from the American Marketing Association and the Digital Marketing Association of the top skills digital Marketers need to be successful in the workforce are embedded in the program design. In addition, the Digital Marketing certificate outcomes provide competencies in the top skills required found in digital marketing positions; Marketing Knowledge, Social Media Marketing, Marketing Strategy, Product Management, Budgeting, Marketing Communications, Content Marketing, E-commerce, User Interface & Experience, Online Advertising Email Marketing, Search Engine Optimization (SEO), Website Optimization, Display and Video Advertising and Analytics.	**Certification Description:** The Digital Marketing certificate prepares students for entry-level digital marketing positions. It also can boost current marketable skills on a resume and help facilitate a career change. The Digital Marketing certificate is a career path that includes Business, Communications, English, and Digital Media Production courses. A review from the American Marketing Association and the Digital Marketing Association of the top skills digital Marketers need to be successful in the workforce are embedded in the program design. In addition, the Digital Marketing certificate outcomes provide competencies in the top skills required found in digital marketing positions; Marketing Knowledge, Social Media Marketing, Marketing Strategy, Product Management, Budgeting, Marketing Communications, Content Marketing, E-commerce, User Interface & Experience, Online Advertising Email Marketing, Search Engine Optimization (SEO), Website Optimization, Display and Video Advertising and Analytics.
Certificate Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to: • Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives. • Develop and apply integrated marketing strategies for all channels. • Analyze principles, techniques and major functions of management and business organizations. • Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates. • Understand the various methods of online display advertising and create online display ad campaigns and measure its ROAS (return on ad spend based on budgeting) for an e-commerce site. • Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics. • Understand and implement best practices in marketing to a database of current and potential customers via email.	**Certificate Learning Outcomes:** Upon successful completion of all program requirements, graduates will be able to: • Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives. • Develop and apply integrated marketing strategies for all channels. • Analyze principles, techniques and major functions of management and business organizations. • Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates. • Understand the various methods of online display advertising and create online display ad campaigns and measure its ROAS (return on ad spend based on budgeting) for an e-commerce site. • Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics. • Understand and implement best practices in marketing to a database of current and potential customers via email.

- Create compelling content including titles, bylines and copy and utilize knowledge of social media tactics to design an effective social media campaigns.
- Use new media including social media, blogs, web sites and online portfolios for course presentations and job preparation.
- Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ENG 1010	Composition	3		ENG 1010	Composition	3	
NMP 1110	Introduction to Digital Graphics	3		NMP 1110	Introduction to Digital Graphics	3	
NMP 2210	Web Productions Fundamentals	3	NMP 1001 or NMP 1110	NMP 2210	Web Productions Fundamentals	3	NMP 1001 or NMP 1110
BMGT 2020, or BMGT 2100	Principles of Management, or Organizational Behavior	3 3	ENG 1010, with C- or better	BMGT 2020, or BMGT 2100	Principles of Management, or Organizational Behavior	3 3	ENG 1010, with C- or better
BMKT 2010	Principles of Marketing	3	ENG 1010, with C- or better	BMKT 2010	Principles of Marketing	3	ENG 1010, with C- or better
BMKT 2160	Digital Marketing	3	ENG 1010, with C- or better	BMKT 2160	Digital Marketing	3	ENG 1010, with C- or better
BMKT 2080	Social Media Marketing	3	ENG 1010, with C- or better	BMKT 2080, or COMM 2502	Social Media Marketing, or Social Media Strategy	3 3	ENG 1010, with C- or better Eligible for ENG 1010

	Any course in ACC/BBG/BES/BMG/ DGA/COM/ENG/ECN	3			Any course in ACCT/BMGT/BENT/ BMKT/BUSN/NMP/COMM/ENG/MATH/ ECON	3	
	Any course in ACC/BBG/BES/BMG/ DGA/COM/ENG	3			Any course in ACCT/BMGT/BENT/ BMKT/BUSN/NMP/COMM/ENG/MATH	3	
BUSN 2098, or BUSN 2095	Business Special Topics, or Business Practicum	3 3	24 credits, or permission of instructor. Permission of the Program Coordinator. Prior to taking this course students must have completed 12 business core or program option credits with a grade of C -or better AND have completed at least 40 credits towards their Associate degree.	NMP 2090, or BUSN 2095	Media Production Capstone, or Business Practicum	3 3	Must be a sophomore-level student in a New Media Production AAS degree, one of the NMP certificate programs or a student the Communication Studies AA who has completed at least three production courses, or permission of instructor. Permission of the Program Coordinator. Prior to taking this course students must have completed 12 business core or program option credits with a grade of C -or better AND have completed at least 40 credits towards their Associate degree.
	Certificate Program Total Credits	**30**			**Certificate Program Total Credits**	**30**	

Important Note: For a certificate program to be eligible for federal Pell/Title IV funding it has to include at least 16 credits and be at least one academic year in duration. In addition, it is important to document what students will gain from the certificate in terms of skills, outcomes, and potential opportunities for transfer and employment.

Statewide Discipline Council: _____Amy Royal_____ on 04/24/2023_____

Sandra Jeknavorian   4/21/2023

PACC: _____Amy Royal_____ on _04-24-2023_____

Congress: _____Jason Scalway_____ on 5/1/2023_____

CT State Area of Study Dean: _____B.L. Baker_____ on 5/2/2023_____

CT State Provost: _____ on _5/1/2023_____

May 8, 2023

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

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for her exemplary service to Southern Connecticut State University:

Dr. Dana Sonnenschein - Professor, Department of English

Sincerely,

Joe Bertolino
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File